



Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

Teaching and Learning Policy

2022 to 2023

Policy Reviews

Year	Reviewer
2019	Stacie Smith
2020	Stacie Smith
2021	Stacie Smith
2022	Laura Stoll

MMAP Teaching and Learning Policy

At Maidstone & Malling Alternative Provision we believe that learning is the process by which pupils gradually acquire and assimilate knowledge, concepts, skills and attitudes to enable them to make greater sense of the world and, thus, be able to succeed in their future pathways. Stemming from the school's aims, ethos and vision – to believe, achieve and exceed - quality first teaching and learning, informed by a robust and meaningful curriculum, is central to our work as educators. We expect all of our staff to have high expectations of our pupils and deliver high quality, stimulating and dynamic lessons, where all pupils are supported and challenged to make meaningful progress in their learning.

All pupils, regardless of their context, starting points, experiences and varying needs will be celebrated and given equal opportunities to achieve their full potential. Bespoke support will always be given so that each and every pupil in our school will reach their ambitions and goals. Our purpose is to create a learning environment which fosters motivation and allows all pupils to flourish. We strive not to simply teach knowledge but to empower our pupils by teaching them how to learn and to provide a personalised learning experience for every child that takes full account of their individual needs, starting points, interests and aspirations.

Aims and Objectives

This policy exists to clarify what we see as best practice and to outline the expectations the school has for staff and pupils to ensure that all our pupils have a full, meaningful and enjoyable learning experience that fully supports their success and effectively readies them for their next steps. It also serves to:

- Focus on continually raising standards of teaching and learning in the school in order to inspire and motivate pupils and staff
- Provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- Raise attainment by increasing levels of pupil engagement, motivation, participation and independence
- Identify and share good practice in teaching and learning across all curriculum areas
- Establish a baseline for monitoring and evaluating the teaching and learning that takes place
- Provide practical guidance and clear procedures
- Ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation so they may continue to do so throughout their lives
- Ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond
- Make links with the learning that pupils do outside the classroom and consequently further improve achievement and attainment

Principles of Policy

Staff will:

- Support and challenge pupils to achieve their best
- Have high expectations of all pupils
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for all pupils
- Provide opportunities and guidance to develop and apply literacy, numeracy and other skills
- Encourage and support pupils in all aspects of their learning
- Provide high quality feedback to pupils and ensure that they reflect and learn from this feedback through further improvement opportunities
- Work collaboratively to ensure consistency in professional development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- Develop our range of teaching and learning knowledge and skills to create an exciting and creative learning culture
- Listen to pupils' views and be open to their opinions, incorporating their perspectives into teaching and learning
- Evaluate, reflect and improve on professional practice through active participation in coaching and mentoring

Pupils will:

- Participate fully in lessons and follow instructions
- Strive for continual and meaningful improvement
- Support each other so that all pupils can learn in a purposeful learning environment.
- Actively learn within and beyond the classroom
- Take pride in developing and applying their literacy and numeracy skills across the curriculum
- Be enthusiastic, resilient and responsible for learning and improving skills
- Respond positively to feedback and improve their work as a result of effective feedback
- Rise to challenges, working collaboratively and supportively with each other

Procedure and classroom routines

Before the lesson:

- Teachers should have effective short-term planning of lessons so that all pupils are challenged and progress in their learning
- Driving questions and/or learning objectives should be evident and clear to the pupils
- Activities and tasks should be planned to reflect the most effective methods to teach the objectives for that lesson, and the learning needs of the pupils being taught
- Scaffolds and extensions should be planned to support the learning of the pupils so that they can successfully achieve or learn beyond the objectives
- Assessment for learning and assessment data should inform the addressing of misconceptions and closing of gaps for all learners
- The use of resources, including ICT, must be carefully planned to enhance learning

- A variety of active questioning techniques should be used and, where possible, questions should be pre-planned
- All teachers should have an in-depth knowledge of their curriculum and strong understanding of the specification/schemes of learning they are responsible for teaching.

At the start of a lesson

- The teacher should be at the door, whenever possible, to welcome the pupils into the room, creating a positive and welcoming climate for learning
- The teacher should have the date and driving question/learning objective(s) in a format that pupils can understand displayed when pupils enter the room.
- The teacher should have pupil materials and starter activity ready for pupils to begin at the start of the lesson. This will engage pupils immediately.
- The starter activity must involve retrieval practice so that understanding of previous learning relevant to the new lesson can be addressed and misconceptions corrected
- Following the starter, provide an overview of the lesson or refer to the 'big picture' with appropriate links to prior learning and/or wider areas of learning (SMSC/BV/Careers) to provide context.

During the lesson

- The lesson should be structured with appropriate pace and challenge
- The lesson should be purposeful and use time well
- New learning should be modelled by the teacher
- Pupils should be questioned to further their learning – this should be informed by bloom's taxonomy, pre-planned where possible, and be targeted, ensuring that all pupils are questioned.
- Pupils should be given ample independent practice time so that they can apply their learning
- Activities used should be appropriate to the learning objectives and best methods should be used for teaching.
- Provide regular opportunities for pupils to self-assess and reflect on their learning. (Peer assessment may be used where appropriate)
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate school policies should be followed for behaviour management
- Build enjoyment into a lesson; the teacher should emphasise their enthusiasm for the subject and personal enjoyment of learning. Teachers should also use wider learning opportunities to make this effective (SMSC/BV/Careers)

At the end of the lesson

- A review of what pupils have learnt should take place through effective questioning or a plenary activity
- Check learning against the driving question/objectives shared at the beginning of the lesson and address any lingering misconceptions/issues
- Allow time for questions and thoughtful answers
- Give praise to the class as a whole or individuals for their learning
- Complete point sheets collectively as a group developing pupil reflection skills
- Establish an orderly end to the lesson before pupils are dismissed.

Coaching

All teachers participate in our coaching programme, so that they may improve their professional practice in a supportive manner, that is bespoke to their individual areas of need. This involves regular coaching sessions, observations and drop-ins, as well as peer observations as needed, to allow focus on no more than two coaching steps at a time. Teachers are given objectives (steps) to work on, and once a step is achieved, a new one is chosen. This allows teachers to focus on enhancing their practice in smaller, achievable steps. Our Expert Teaching Principles (Appendix 1) inform the coaching steps.

Tracking pupil progress

All teaching staff have the responsibility to regularly and accurately assess each pupil's achievements and to track their progress, as outlined in our Assessment and Feedback Policy.

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Senior Management Team (SMT), where the undertaking of work sampling and findings will be fed back to staff with suggested actions for improvement.

Policy Review

This policy will be reviewed annually by SMT and fed back to staff for suggested alterations. Changes will be made to ensure that this policy reflects the best practice and is up to date.

Linked Policies

- Curriculum Statement
- Assessment and Feedback Policy

Appendix 1: Expert Teaching Principles

1. Planning

- a) Is well informed by quality subject knowledge
- b) Considers disciplinary and substantive knowledge
- c) Incorporates relevant applications
- d) Predicts and addresses misconceptions
- e) Is flexible in learning sequences with the intention of mastery and not based on lesson time
- f) Includes relevant vocabulary
- g) Is made bespoke for students' needs through quality-first teaching, effective scaffolding, modeling and encouragement of independence
- h) Has appropriate cognitive load
- i) Incorporates relevant, spaced and sequenced retrieval practice to activate prior knowledge

2. Modeling and Explanations

- a) Uses exemplar materials that prepare students for best responses/answers
- b) Demonstrates required methods/processes through step-wise models
- c) Includes real-time live modeling as required
- d) Involves language appropriate to the subject – related vocabulary needed for the subject with explanations of meanings
- e) Prevents (where possible) and addresses misconceptions
- f) Prevents and addresses gaps in knowledge and understanding
- g) Incorporates modelling of expected presentation
- h) Deconstructs material into smaller elements as needed
- i) Acts on prior knowledge/learning, making links with new learning
- j) Actively shows thought processes by thinking aloud when modelling or explaining

3. Questioning

- a) Ensures all students answer questions
- b) Corrects grammar
- c) Encourages appropriate and subject-specific oration
- d) Helps students answer in full sentences
- e) Uses Bloom's Taxonomy to inform questioning as appropriate

4. Assessment for Learning and Feedback

- a) Formatively assesses student understanding by identifying and addressing gaps and misconceptions
- b) Used to help students increase complexity in understanding
- c) Uses to apply concepts/skills/knowledge/attitudes with consistency to the subject
- d) Incorporates clear next steps and follow-up tasks
- e) Incorporates whole class feedback
- f) Incorporates live feedback on the day of learning every lesson

5. Classroom Management

- a) Materials and equipment for the lesson are pre-prepared and organized for an efficient and purposeful start. A starter activity is used so students have something to do the moment they enter the room.
- b) High expectations are consistent to maximize learning
- c) Language used is deliberate to encourage peaceful and purposeful learning
- d) Transitions between tasks and aspects of the learning sequence are efficient to ensure maintained concentration and focus
- e) Disruption is calmly challenged

6. Reflection and Research

- a) Participates in reflective practice
- b) Adapts practice based on constructive feedback, CPD and student requirements
- c) Stays up to date with relevant research
- d) Seeks advice and guidance when adapting/improving/altering practice