



Teaching & Learning Policy 2023-2024

Author:

T. Robertson, Deputy Head Academic

Approved by the Governing Board:

September 2023

Date of next review:

August 2024

**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Rationale

The principles of teaching and learning which guide the work in the School are as follows:

- To support all students to become courageous innovators, critical explorers, conscientious individuals and compassionate collaborators;
- To include the core skills in all School activities to ensure that students have the opportunities to develop these academic values;
- To have high expectations of all students in terms of classwork, homework and behaviour;
- To make appropriate use of technology and relevant teaching pedagogies to make lessons memorable through exciting, inspiring and enjoyable learning experiences;
- To establish the centrality of literacy and numeracy across the curriculum, adopting a School-wide approach to these skills;
- To infuse learning skills across the curriculum, thus enriching the learning experience, by engaging in cross-curricular learning opportunities;
- To encourage independent learning and the core academic values in all aspects of school life; and
- To expand teachers’ repertoire of teaching strategies and techniques, including use of technology, relevant pedagogies and fit-for-purpose CPD assessment for learning strategies, thus making learning worthwhile and enjoyable.

In this regard, five key areas of focus for Teaching and Learning have been selected for this academic year.

Teaching

- **Focus 1:** Excellent subject knowledge
- **Focus 2:** Stretch and challenge for all
- **Focus 3:** Responsible and innovative use of technology
- **Focus 4:** High quality and effective feedback
- **Focus 5:** High expectations of behaviour for learning

Learning

- **Focus 1:** Are the students taking full advantage of classroom activities, tasks and explanations to develop excellent subject knowledge?
- **Focus 2:** Are the students responding positively to opportunities to stretch and challenge themselves?
- **Focus 3:** Are the students using technology responsibly?
- **Focus 4:** Are the students responding to feedback by making changes in their own practice?
- **Focus 5:** Are the students displaying high standards of behaviour for learning?

Strategies and guidance

Schemes of work and Lesson Planning will:

- Clarify objectives and progression and identify clearly the subject knowledge to be taught;
- Include references to Stretch and Challenge for all, to enable all pupils, whatever their ability, to learn effectively, making use of specific strategies suggested by the SENCO and MACOs;
- Provide opportunities for developing independent, project-based and cross-curricular learning; and
- Identify appropriate and planned use of 1-2-1 devices, Literacy, Numeracy & high quality and effective feedback (responsive teaching).

Pupils will:

- Work towards the five learning focus areas;
- Take pride in their work and the achievement of others;
- Have high expectations of themselves in terms of classwork, homework and behaviour;
- Behave well at all times and be punctual to lessons;
- Follow routines such as starting each lesson with their laptop and MWB on their desk;
- Respond to feedback and record this in purple for further revision and reflection;
- Take longer responding to teacher feedback than it took the teacher to formulate it;
- Respond with enthusiasm at all times;
- Become reflective thinkers by evaluating their own effort and progress and set realistic and demanding targets;
- Manage their absence effectively so as to not fall behind;
- Ensure a sharp start and continued good pace to lessons with a high percentage of time on task;
- Develop their learning skills so that learning becomes increasingly independent
- Create an environment that promotes learning in a settled and purposeful atmosphere; and
- Complete all homework on time and to the very best of their ability.

Teachers will:

- Focus and structure their teaching so that pupils are clear about what is to be learned, and how it fits with what pupils know already, using essential questions;
- Actively engage pupils in their learning so that they can construct their own meaning from it;
- Ensure that all work, resources and activities are uploaded to Google Classroom ahead of (or scheduled for) lessons;
- Set homework through Google Classroom in line with the homework timetable and school policy document (see Homework policy);
- Make clear what the assessment criteria are;
- Develop systematically pupils' learning skills so that their learning becomes increasingly independent;
- Use assessment for learning to help pupils to reflect on what their next learning steps will be and how to achieve them including the use of retrieval practice at the start of each lesson;
- Make use of baseline data (such as CAT4) and plan work accordingly
- Create an environment that promotes learning in a settled and purposeful atmosphere;
- Use a variety of resources and varied activities, providing opportunities for different needs of pupils;

- Ensure a sharp start and continued good pace to lessons with a high percentage of time on task;
- Use a variety of questioning methods to explore learning and encourage pupils to question;
- Focus on using schoolwide routines including students having laptops and MWB on desks at the start of each lesson; and
- Welcome and dismiss classes in an orderly manner, ensuring that teaching rooms are left in impeccable condition.

Lessons will:

- Have an essential question which is communicated to the students;
- Make use of baseline data to plan work accordingly;
- Be thoughtfully structured to develop learning, moving towards the development of higher order skills;
- Contain assessment for learning strategies to check for understanding frequently in every lesson.
- Have differentiated work available, with stretch and challenge opportunities for all - not more of the same; and
- Cater for the needs of all students.
- Include time for high quality feedback.