



Learning and Teaching Policy

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Version	Reviewed	Changes since last version
1		Existing
2	May 2022	No updates, part of annual review
3	May 2023	<p>Responsibility:</p> <p>Update of students being clear about their progress and areas for development and that this is communicated to parents effectively.</p> <p>Learning Walks:</p> <p>Updated of how the learning walks take place and how this is managed by the L & T team. This includes the process of the Learning Walks too.</p>

Aims:

This policy aims to:

- Create a shared vision for highest quality learning and teaching at Mulberry Academy Shoreditch, a vision that is ambitious and fundamentally inclusive of all
- Provide clear direction to staff in their professional responsibilities regarding learning and teaching. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards.
- Set out the approaches and mechanisms through which we as a staff body will continually strive to evaluate and improve our practice and raise the quality of learning and teaching across the school for all students
- Demonstrate Mulberry Academy Shoreditch's commitment to providing all learners with access to the highest quality learning opportunities so that they make excellent and sustained progress and go on to thrive and succeed in later life

Principles

- High quality learning and teaching is about providing students with challenging and enriching learning experiences that instil in them a lifelong love of learning
- All students can achieve when provided with the appropriate care and support. Our role is to engage, inspire and remove barriers so that all students can succeed irrespective of their starting points.
- All teachers are leaders of learning who will strive for continual improvement in their practice and thereby contribute to raising the quality of learning and teaching across the school.
- Continued professional development is essential in supporting staff to learn and grow to their potential.

Responsibility

Teachers will:

- Follow the expectations as set out in this policy
- Ensure students are clear about their progress and areas for development and that this is communicated to parents effectively
- Act on feedback from work scrutiny, learning walks and formal lesson observations
- Take an active interest in and responsibility for developing their teaching practice
- Monitor pupil progress to ensure they are achieving well against prior achievement
- Self-evaluate the quality and effectiveness of their own teaching and their classroom management
- Self-evaluate their subject knowledge and understanding of educational initiatives and statutory changes
- Self-evaluate their contribution to the priorities and aspirations of the school
- Demonstrate and embody the MAS values in all aspects of their practice

Support staff will:

- Understand their role in supporting student progress
- Know students well and adapt support to meet their individual learning needs
- Support learning and teaching with flexibility and resourcefulness
- Take an active interest in and responsibility for developing their practice
- Demonstrate and embody the MAS values in all aspects of their practice

Students will:

- Attend all lessons on time, ready to learn and with all necessary equipment
- Take an active role in their learning and strive to do their best
- Demonstrate and embody the MAS values in all aspects of their learning

Heads of Department will:

- Create and share clear intentions for their subject area
- Help create a well-sequenced, broad and balanced curriculum that is challenging and enriching and ensures the building of knowledge and skills over time
- Drive improvement in their subject area through effective monitoring and evaluation, lesson observations, learning walks, curriculum reviews, work scrutinies and through use of student voice
- Ensure teachers in their teams are provided with appropriate professional development based on department monitoring and evaluation
- Analyse student performance and adapt lessons and curriculums accordingly, and implement appropriate interventions
- Develop a collaborative approach to lesson planning, the sharing of resources and sharing best practice

The senior leaders responsible for learning and teaching will:

- Have a clear, ambitious vision for providing high quality inclusive education to all
- Plan and evaluate strategies and manage resources to secure high quality learning and teaching across the school
- Ensure that the policy as set out here is fulfilled
- Communicate the success of this policy to Governors

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to learning and teaching
- Monitor the impact of teaching and learning strategies on students' progress

Curriculum Intent and Implementation

At Mulberry Academy Shoreditch our curriculum is about ensuring students develop a love of learning and are passionate about what they learn and how they learn it. The curriculum aims to be challenging, coherent, enriching, highly ambitious and fundamentally inclusive of all students so they can be sure of:

- The highest academic achievement
- Encouragement of creative expression
- A commitment to social action and the community
- The best possible preparation for each next learning stage towards aspirational destinations

Highest quality learning and teaching is the implementation of this intent for all students. While this implementation will look different in different subject areas, the points below set out the six principles that underpin successful implementation at MAS and what this looks like in the classroom.

1. Lessons are planned to meet the needs of each class

- Teacher PLPs are live documents that inform teacher planning, identifying target groups (SEND, HAPs/LAPs, EAL and pupil premium) as well as any students who are underachieving
- Teacher PLPs set out specific strategies to address students' learning needs in order to support all students in meeting their potential
- Carefully considered seating plans ensure a positive learning environment where each student can achieve their best
- Teachers plan lessons according to subject curriculum maps and schemes of learning and adapt these to meet the needs of their students, taking into account individual needs and prior learning
- Lessons are planned within a coherent curriculum sequence with links made to previous learning and how this fits in to the bigger picture within their subject
- Appropriate stretch and challenge is planned into each element of the lesson with use of the 'MAS star' to signpost
- Teaching explicitly facilitates students' metacognitive strategies linked to subject knowledge
- Planning inspires curiosity and love for the subject and equips students with skills and subject knowledge required for the future

2. Expert instruction and modelling should be followed by independent, deliberate student practice

- Learning intentions, and how this learning fits within a coherent curriculum sequence, are shared and explored with students every lesson - teachers make use of a 'curriculum slide' in all lessons to communicate this effectively to students
- Retrieval practice is used regularly to link previous learning and to consolidate knowledge and skills e.g. 'Do Now' tasks that recap prior knowledge required for the lesson

- Teachers are explicit about the key knowledge and disciplinary vocabulary that all students must know and employ a variety of strategies to ensure students retain it
- High quality modelling and guided practice (I do, we do) ensures effective independent, deliberate practice (you do)
- Students are regularly exposed to excellent work and are aware of what excellent work looks like
- Students are encouraged to adapt and reflect on their independent work referencing exemplars, success criteria or mark schemes

3. Appropriate challenge and support is provided at all times

- Challenge is expected of **all** students at **all** times. The aim should be for students to be working just outside of their comfort zone.
- Students begin learning the moment they enter the room – use of ‘Do now’ tasks – and right up until the end of the lesson
- Strategies set out in PLPs are embedded in classroom practice as evidenced consistently in lessons
- A range of techniques are used to respond and adapt to student understanding - tasks are reshaped and concepts re-taught as and when necessary
- Appropriate scaffolding enables students to access and succeed in tackling challenging tasks
- There are consistently high expectations with regards to engagement, and work quality and completion

4. Every opportunity is taken to develop students’ language acquisition

- A range of strategies are employed to develop students’ reading, writing and speaking in all parts of the lesson
- Structured student talk is a central element of all lessons
- Students are supported to express their ideas confidently and coherently (i.e. scaffolding, thinking time, actionable feedback) - they are encouraged and supported to be audible, be clear and be detailed
- Explicit teaching of vocabulary and effective use of glossaries is evident in all lessons
- Carefully considered strategies and structured tasks are used to model and improve reading and comprehension across all subjects

5. Formative assessment and feedback to students is an integral part of supporting student progress

- Books/portfolios are marked in line with the whole school and department policies
- Literacy errors are addressed and students given opportunities to correct these wherever possible
- Feedback is clear about what the student has achieved and how they can improve - it is used to address misconceptions and develop students’ understanding
- Students are supported in successfully taking these next steps e.g. through the use of examples or scaffolds
- Peer marking activates students as instructional resources for one another
- Questioning is purposeful and targeted. It is used to check students’ prior knowledge, assess and probe understanding, and to break down problems
- Formative assessment strategies are embedded as a means of continual feedback between students and teachers during lessons so that teachers may respond and adapt within the lesson or in their future planning

6. Students take an active role in their own learning

- Students are all active participants in lessons and student contributions move learning forward
- Students are well organised with appropriate equipment
- Students are actively engaged in the lesson and curious in their learning
- Students ask questions and make cross curricular links
- Students relish new challenges and meet these with resilience
- Students spend a significant proportion of each lesson engaged in deliberate practice either independently, in pairs or in groups
- Students demonstrate pride in their work through their books/folders with neat presentation - work is set out in order, shows progression and is consistently completed to a high standard
- Students take an active role in assessing their own efforts, as well as their peers - they actively reflect on what they have learnt and what they need to do to improve
- Homework consolidates, practises, extends or prepares for learning taking place in the classroom

Students engage with Microsoft teams as a platform of support and for additional subject engagement and content Monitoring, **Evaluation and Review: Raising the quality of learning and teaching**

All staff at MAS should engage fully in their own professional development and be open minded, reflective, and proactive in continually seeking to improve their practice. At MAS we believe that:

- All teachers are leaders of learning who will strive for continual improvement in their practice and thereby contribute to raising the quality of learning and teaching across the school
- Continued professional development is essential in supporting staff to learn and to grow as professionals

Senior leaders and subject leaders use a variety of methods to build a clear picture of the quality of learning and teaching within subjects and across the school and how this is changing over time.

Learning walks

Unannounced short visits to lessons to monitor progress against calendared themes and school and departmental improvement priorities. These visits are planned to address current priorities (e.g. at the beginning of the year all new teachers are seen). All staff are distributed between the members of the L&T team. This consistency allows teaching practice to move forward. Where possible these observations take place with two members of the L&T team

Lesson observations

Formal lessons observations are carried out twice a year on all teaching staff to provide developmental feedback to staff and to support the appraisal process. ECTs and BTs are observed more frequently than this as determined by their training programme and training needs.

Work scrutinies

These occur at both school and department level to ensure policies are being adhered to, to monitor the quality and consistency of student work and feedback, and to capture and share best practice.

Student voice

Regular conversations with the students about what they have learnt/are learning and how they best learn are used to inform and shape curriculum plans and best practice with regards to learning and teaching.

Department and school reviews

Department reviews are an opportunity to gain a deeper understanding of specific curriculum areas. In these reviews, curriculum discussions, lesson observations, work scrutiny and student voice help create an overall picture of the quality and effectiveness of curriculum plans, their implementation in the classroom and the impact for students. School reviews are a further opportunity to involve external partners in providing an objective view of the quality and effectiveness of MAS learning and teaching.

Student outcomes, examinations results, data drops

Student outcomes are continually used to review effectiveness and adapt and refine curriculum plans. Analysis of performance of student groups ensures actions are taken to meet needs of all our students.

Information gathered from the above is triangulated and forms the next steps in terms of individual, departmental, and whole school CPD which is:

- Underpinned by our school aims and principles
- Focused wherever possible on quality first teaching
- Relevant to our context
- Research or evidence-based

We strongly believe in seeking out and taking every opportunity to develop staff and that professional development can therefore take many different forms. The list below, though not exhaustive, provides some key examples:

- The appraisal process
- Departmental/pastoral training time
- Whole school INSET
- Professional Learning Communities
- Professional learning briefings
- Exam board/examiner training
- Trust wide professional development/links to other schools e.g. subject/curriculum development and leadership training
- Professional networks
- Involvement in departmental and whole school MER e.g. observations, learning walks, work scrutinies
- Team teaching
- Shared curriculum planning
- Shadowing
- Visits to other schools

At MAS we believe that all staff have an entitlement to high-quality induction and continuing professional development, and that investing in our staff and their development needs is one of the most important mechanisms for sustained school improvement and the ensuring the highest quality learning for our students.