



At Madley Brook School we aim to create a learning environment in which the following are evident:

- Excellent quality standards of teaching;
- High standards of pupil achievement;
- A full and balanced curriculum based on the principles of inclusion and equal opportunities;
- A curriculum which exploits natural links between subjects and in which the skills of literacy, numeracy and computing are continually fostered;
- A curriculum that is meaningful, relating to real life experiences;
- Exciting and stimulating learning activities which inspire a love of learning;
- Opportunities for independent and extended learning.

In order to achieve the above we base our teaching and learning in the following principles:

	Effective Teaching	Effective Learning
Prepare fully for teaching & learning by:		
Knowing your subject	<ul style="list-style-type: none"> • The most effective teachers have a deep knowledge of their subject and the assessment processes used to evaluate pupils' ability. • Teachers must understand the way pupils think about the subject matter to be able to evaluate pupils' own thinking behind methods and to be able to identify misconceptions. 	<ul style="list-style-type: none"> • Effective learners develop good knowledge and understanding • They use meta-cognitive methods to enhance their learning abilities • They respond well in lessons • They are able to communicate their learning and their misconceptions
Knowing your class	<ul style="list-style-type: none"> • Use SEN info, prior attainment data and a clear seating plan. • Have a sharp focus in disadvantaged / PP pupils. • Demonstrates positive attitudes with all pupils 	<ul style="list-style-type: none"> • Pupil speaks with teacher upon entering class • Focus pupils work with teacher
Plan learning episodes	<ul style="list-style-type: none"> • Plan episodes of learning and be absolutely clear about what you need the pupils to know by the end of that sequence of lessons • Have high expectations for all learners regardless of their ability or starting point • Engage pupils' interests and enthusiasm for learning 	<ul style="list-style-type: none"> • Pupils can communicate their learning in terms of knowledge and understanding • Pupils have high expectations of themselves, understand a growth mindset and show willingness to try their best
Deliver high quality lessons that:		
Articulate clear and appropriate learning intentions	<ul style="list-style-type: none"> • Focus explanation and clear purpose on the key learning outcomes. • Introduce new information in small, manageable chunks. • Complement explanations with analogies, visual representations, demonstrations and practical examples 	<ul style="list-style-type: none"> • Pupils understand what learning outcomes are expected • Pupils have enough support to attain the expected learning outcomes • Pupils are engaged and enthusiastic about their learning
Explain new content clearly	<ul style="list-style-type: none"> • Explain new material in small steps and allow pupils to practise after each step. • Clarity of explanation is particularly important for disadvantaged pupils. • Take time explaining new material and 	<ul style="list-style-type: none"> • Pupils understand new content and explanations • Examples are understood and practised successfully • Pupils ask questions to develop their

	provide multiple examples.	inquisitive nature
Structured, targeted questioning	<ul style="list-style-type: none"> Questioning should include all pupils with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific pupils where appropriate. Pupils should not have the option to opt out or to dominate. 	<ul style="list-style-type: none"> Pupils respond well to targeted questioning Pupils have opportunities to let teacher know if confusions exist
Model to exemplify success criteria	<ul style="list-style-type: none"> Model how to complete tasks by using worked examples. Model the 'thinking' as well as the 'doing'. Time in lessons should be devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons (wagoll), where appropriate 	<ul style="list-style-type: none"> Pupils understand and use models Pupils can communicate their thinking and the thinking of others Pupils understand the wagoll "what a good one looks like" and how to be successful
Scaffold difficult tasks	<ul style="list-style-type: none"> Use various prompts for pupils; knowledge organisers, cue cards, mind maps, question cards, sentence starters, practical equipment etc. 	<ul style="list-style-type: none"> Pupils access scaffolding at their appropriate level
Independent practice	<ul style="list-style-type: none"> Give adequate time for practice to embed skills and knowledge securely without scaffolds. 	<ul style="list-style-type: none"> Pupils practise skills until they are embedded and knowledge secured Pupils challenge themselves and are prepared to take risks
Literacy	<ul style="list-style-type: none"> Always use subject specific language Expect pupils to proof read their work for content, spelling and grammar. 	<ul style="list-style-type: none"> Pupils use subject-specific language Pupils know how to proof read and improve their work
Good Speech and Vocabulary	<ul style="list-style-type: none"> Pupils should be required to speak accurately. This applies to general discussion as well as set-piece structured speech events. 	<ul style="list-style-type: none"> Pupils use standard English Pupils are able to articulate clearly
Review the quality of learning by:		
Checking for understanding to help move new learning into long term memory	<ul style="list-style-type: none"> Ask a number of different types of questions and give sufficient time to respond – consider carefully the quality of questioning to ensure learning and deep thinking. Monitor the quality of pupils' work by marking. Evaluate the responses of all pupils. Anticipate, address and plan for misconceptions. Plan interventions when necessary 	<ul style="list-style-type: none"> Through deep questioning, deep learning can occur Pupils are able to respond to marking and mark their own and other's work Pupils are able to identify misconceptions
Feedback	<ul style="list-style-type: none"> Feedback will take many forms – verbal comments, written comments, peer and self-assessment, individual and whole class. There should be evidence that feedback leads to pupils' work improving in response. 	<ul style="list-style-type: none"> Feedback is accurate enough to enable pupils to improve their work
Reviewing learning frequently	<ul style="list-style-type: none"> Engage pupils in regular review of prior knowledge to maintain involvement in extensive practice in order to develop well-connected and automatic knowledge. 	<ul style="list-style-type: none"> Because learning is reviewed at regular intervals, pupils are able to have extensive practice which results in connected learning and knowledge Pupils make links between episodes

	<ul style="list-style-type: none"> Evaluate teaching and learning overall 	of learning
<p>The effectiveness of the Teaching and Learning Principles and Policy will be monitored and evaluated in the following ways:</p> <ul style="list-style-type: none"> Observations of lessons by Headteacher, Senior leadership Team (SLT) and subject leaders. Written feedback will be given with follow up observations to assess impact on teaching and learning. Collective feedback following learning walks highlighting strengths and areas for development will be given to all staff; Informal, peer observations will take place with informal feedback as deemed appropriate by colleagues; Children will be regularly interviewed about their views on the progress and the effectiveness of their learning; The Headteacher and SLT will undertake analysis of formal, annual assessments. Details of this will be fed back to all teachers. Through working together on this process, teachers will identify underperforming pupils and take appropriate action to intervene. Staff will moderate children’s work on a regular basis as a whole staff activity to assess progress and evaluate effectiveness of teaching, both in school and between RLT schools. 		

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