



Malmesbury School

TEACHING & LEARNING POLICY

Date of Review	Approved by	Date of Approval	Next Review Date	Website
January 2025			January 2028	

Our Teaching and Learning Policy is the most important of all our school policies. It reflects the importance placed by the school on learning, teaching and achievement.

Our mission is to ensure that:

- Every student has the right to be successful and the ability to achieve.
- There is no known ceiling to individual achievement.
- Each student must know what to do and how to improve.
- High expectations are maintained across all classrooms.
- A consistent, engaging and high-quality learning experience is provided to all students.
- The Every Child Matters (ECM) agenda underpins all teaching and learning in the school.

The Teaching and Learning Policy sets out clear expectations and entitlements which need to be interpreted and implemented in faculties.

1. Teaching and Learning

As a school, we adopt a universal language around teaching. We use The Malmesbury School Principles of Teaching as the foundation for setting expectations, informing Quality Assurance (QA) processes and delivering bespoke Continuing Professional Development (CPD). Evidence-informed, these principles outline the expectations of teachers during lessons, to ensure that students get the most out of their time in the classroom. The principles provide a clear picture of what success in the classroom looks like.

The principles are rooted in current research and are underpinned by cognitive science and the guidelines set out by the Education Endowment Foundation (EEF) on Quality First Teaching. High quality teaching has the biggest impact on students' achievement and disproportionately so for vulnerable students. We encourage staff not to lean into gimmicks or 'trends' but to implement strategies which have been proven to be effective. A full summary of the school's principles can be found in Appendix A.

Lessons

- 1.1 Lessons must have a clear structure.
- 1.2 Every teacher is responsible for promoting literacy, numeracy, citizenship, life skills and ICT to enhance learning and teaching.
- 1.3 If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing learning goals and success criteria allows students to engage with learning and should be reviewed regularly throughout the lesson.
- 1.4 Teachers must make learning goals clear to the students.
- 1.5 Lessons must have a clear start. This should involve high quality retrieval practice in the main. We advise the use of mini whiteboards or written quizzes (LSQs) which include closed, ideally multiple-choice questions (MSQs). See Appendix B for examples.





Malmesbury School

- 1.6 Deliberate practice should allow the students to solidify their learning and allow them to do so with no learning time wasted. We encourage teachers to ensure that all activities will result in learning and never just fill time.

Homework

- 1.6 Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly. For further information on homework, see the school's Homework Policy. See Appendix C for a summary.

All homework must be recorded on Class Charts, where there is information regarding the recommended amount of time to spend on a task and where to go for support. The class teacher is also responsible for marking the submission of homework.

Adaptive Teaching

- 1.7 Teachers must personalise the learning for all students. We encourage teachers to always adopt the 'assessment not assumptions' approach, whereby teachers remain agile to the needs of the students. Using AFL (assessment for learning) throughout the lesson, teachers should then adapt activities, reteach content and address misconceptions confidently.

2. Challenge

- 2.1 The school has high expectations of all its students. High expectations must be supported by actions to ensure they are met.
- 2.2 Appropriate levels of challenge must be planned for students of all ability levels.
- 2.3 Student achievement must be celebrated. This can be done in many ways. These are listed in the school's Behaviour Policy. Amongst the rewards available are:
- house points
 - individual praise
 - public display of work
 - letters home to parents
- 2.4 Regular faculty discussions must focus on achievement and result in actions that promote high achievement and challenge underachievement.
- 2.5 Teachers must familiarise themselves with relevant data as it becomes available and use it to inform the setting of expectations, monitoring and recording of progress.
- 2.6 Teachers must be aware of other factors such as SEN, ethnicity, culture, disadvantage, social and emotional influences that may affect the learning of students in their groups and bearing these in mind, plan for appropriate and challenging learning for all students.
- 2.7 Teachers must address barriers to learning such as disruptive behaviour, passive behaviour, a lack of confidence or poor organisational skills which may prevent students from achieving.
- 2.8 Underachievement must be challenged. We must be alert to the possibility that any student might underachieve. Identifying and challenging underachievement is the responsibility of all teachers.
- 2.9 To combat underachievement, subject teachers must:
- give regular, short term, achievable, meaningful targets and learning goals.
 - talk to underachieving students about their learning in order to establish reasons for the situation, to set negotiated targets and to recognise progress.





Malmesbury School

- use appropriate rewards when individual achievement or behaviour is realised or improved (for full list, see Behaviour Policy).
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard (for full list, see Behaviour Policy).
- inform the student's tutor, Academic Leader (AL), and parents if students repeatedly fail to respond to sanctions.
- discuss with the Academic Leaders, Senior Curriculum Leaders (SCL) and parents any further strategies to be used to engage the student in learning.
- implement the relevant strategies agreed with Academic Leaders, Senior Curriculum Leaders and parents.

Responsibilities for Challenge

2.10.1 Senior Curriculum Leaders must:

- ensure schemes of work and assessment tasks are appropriate, rigorous and sufficiently challenging and are reviewed and amended as appropriate.
- support faculty members in ensuring that lessons taught provide challenge to all students.
- ensure that teachers in the faculty have high expectations of all their students and that they set each student appropriately challenging targets.
- lead the faculty in moderating the grading of work against national expectations.
- ensure that faculty and school rewards are used appropriately for students who exceed expectations.
- monitor and track the progress of individuals and groups of students against relevant data.
- ensure that an agreed faculty intervention programme is available and used to challenge underachievement.

2.10.2 Academic Leaders must:

- use various information sources to overview achievement levels within their year group.
- use appropriate ways to celebrate high achievement of students.
- liaise with students, staff and parents regarding actions to tackle underachievement.
- arrange appropriate intervention to support underachieving students.

2.10.3 Teachers must:

- access records provided by Academic Leaders and Senior Curriculum Leaders in SIMS. These give information about individual student base line achievement, strengths and weaknesses.
- pass on information on assessment, achievement and attainment from subject teachers to Senior Curriculum Leaders and Academic Leaders via the school recording system.
- use assessment data in preparing and delivering challenging lessons.
- set each student appropriately challenging targets.
- ensure a purposeful learning environment is maintained.
- ensure punctuality from themselves and their students.
- take an electronic register for every lesson. If this is not possible a paper register must be sent to student services as soon as possible.
- Send an e-mail to Student Services if a student is absent from a lesson having attended the previous lesson.
- ensure that students maintain appropriate standards of uniform and behaviour throughout the school.
- must have a seating plan for each class which should be continually reviewed.
- take responsibility for managing and maintaining a purposeful learning environment in the classroom and the school.
- use faculty and school systems to identify and reward students who exceed expectations.
- use faculty and school systems to identify and tackle underachievement.





Malmesbury School

3. Assessment

- 3.1 Assessment must be formative and used to inform teaching and learning.
- 3.2 Assessment must be used to monitor the progress of learners.
- 3.3 Effective assessment and marking of work and feedback to students are fundamental to successful learning and teaching. See the school's Feedback Policy for further guidelines on teacher marking and the importance of using other forms of feedback throughout lessons.
- 3.4 Opportunities must be given for students to act upon assessment feedback. This could be done through class or homework, e.g.
- a starter or a plenary activity
 - students set their own targets, by themselves, or with the help of peers/teacher
 - teacher discussion with the student
 - a peer assessment activity
 - peer teaching
 - re-drafting pieces of work
 - guidelines on how to approach a particular question
- 3.5 Each student must be given a challenging target grade for every subject, related to baseline data and the teacher's professional judgement.
- 3.6 Staff must keep records of all assessed class work and homework according to school and faculty policy, as this will allow individual progress to be monitored.
- 3.7 KS4 and KS5 grades should be awarded according to examination board criteria: 9-1 at GCSE and A*-E at A level.
- 3.8 Grades must be collated and recorded centrally following any necessary faculty/subject moderation.
- 3.9 Feedback from assessed tasks must give clear guidance to the student about how to achieve at the next level.

4. Inclusion

- 4.1 Every Student at our school has the right to receive the highest quality education. It is our collective responsibility to ensure that all educational needs are met.
- every student is entitled to a positive, meaningful learning experience.
 - all staff have a responsibility to meet the educational needs of all students.
 - baseline data and SEN information must be recorded and used by teachers to inform and enhance learning and teaching.
- 4.2 Ensuring inclusion involves:
- setting and explaining suitable differentiated learning challenges.
 - responding to students' diverse learning needs.
 - working to overcome potential barriers to learning.
 - setting parameters that ensure students feel safe and valued in the school.
- 4.3 Distinct groups of students have specific needs which the school supports in many ways.





Malmesbury School

4.3.1 Special Education Needs (SEN)

- Information, such as Learning Profiles are linked to individual students' names on the SEND Provision Map. Teachers are responsible for making themselves aware of this information and ensuring students are given support in working towards their targets.
- Information about these students is required regularly from all subject teachers for their reviews. It must be returned promptly when requested.
- The Learning Support Faculty will support all teaching and support staff in meeting the special educational needs of students. This will include providing information or guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

4.3.2 Disadvantaged students (Pupil Premium)

- Students from disadvantaged backgrounds may have made less progress than their peers and should therefore have particularly challenging targets. Such targets should be supported by an accelerated learning programme.
- Accelerated learning can be achieved by ensuring disadvantaged students are central to the lesson, through careful choice of seating position, regular questioning and maximising opportunities for active participation.
- Priority should be given to disadvantaged students in marking work and providing feedback.

4.4 Teaching Assistants (TAs)

- The Learning Support faculty will assign Teaching Assistants, considering the best use of resources, to support teaching staff in meeting students' learning needs.
- Teaching Assistants will work with teachers within the classroom.
- It is the responsibility of the teacher to provide appropriate guidance to the Teaching Assistant on their role within the classroom. The teacher is responsible for planning work with the Teaching Assistant where appropriate.
- There should be regular communication between teachers and Teaching Assistants about how teaching can be structured to support students. Teaching Assistants will often have in-depth knowledge of the student being supported.

5. Celebrating Achievement

5.1 Students' learning, personal development and achievement is supported and celebrated in several different ways across the school.

5.2 The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning.

5.3 Details of rewards in the school can be seen in the school's Behaviour Policy.

6. Responsibilities for Supporting Learning

6.1 Primary responsibility for supporting learning lies with the class teacher in ways outlined in this policy.

6.2 Further support for students and class teachers is provided through school structures and through parents.

6.3 Parents/Carers

6.3.1 Parents are a crucial part of the learning partnership. Parental support of a student's learning facilitates high achievement.





Malmesbury School

- 6.3.2 Highly aspirational but achievable parental expectations of a student often lead to high aspirations and achievement in the student.
- 6.3.3 Providing information to the school about problems or changes of circumstance at home will help the school provide appropriate support for the students.
- 6.3.4 Attendance at parents' evenings and taking part in discussions about their child's progress and behaviour is crucial in providing a consistent approach to working with the student at school and at home. The school will work to ensure that there are no barriers to parents engaging in such discussions.
- 6.3.5 Parental support of the school's policy on behaviour management is crucial in ensuring a student's behaviour is appropriate for the learning environment.
- 6.3.6 Participating in parent information sessions and family learning events, such as those on coursework, revision and exams, will keep parents abreast of current developments in the school and allow them to give continuity of support at home.
- 6.3.7 It is vital that parents ensure the regular attendance of their child at school. Absences for minor ailments should be discouraged.
- 6.3.8 Students must not be taken out of school for holidays. Discontinuity of learning affects progress.
- 6.3.9 Parental help in encouraging students to take advantage of the full range of available opportunities will allow the student to gain the most from the curriculum and from extra-curricular activities.
- 6.3.10 Parents are responsible for providing their child with appropriate conditions for study at home, to enable them to complete homework and coursework to the best of their ability.
- 6.3.11 Parental support in completing homework and coursework is valued and can reinforce learning that has taken place in school.
- 6.3.12 Homework provides valuable feedback to teachers about a student's learning. Parents are asked to ensure that the support they offer reinforces that learning but does not mask any learning difficulties which parents have been unable to help their child overcome. Further resources and guidance will be shared via Class Charts and parents are welcome to contact the class teacher if they need additional information.

6.4 Tutors

- 6.4.1 The tutor has an integral role in supporting students' learning and personal development. This includes the use of meaningful tasks during tutor time.
- 6.4.2 The tutor sets the standards and expectations of students for the day.
- 6.4.3 Partnerships exist between the tutor, Senior Pastoral Leader and the Academic Leader to monitor the academic and personal development and well-being of students within the tutor group.
- 6.4.4 The tutor is responsible for taking an overview of the achievement of students in the tutor group.
- 6.4.5 The tutor is responsible for initial interventions with a student who is underachieving. Potential intervention strategies include:





Malmesbury School

- discussion with the student
- contact with parents
- putting the student on tutor report
- brokering meetings with subject teachers

6.4.6 Tutors are responsible for checking that students have their equipment.

6.4.7 Report cards are available to be completed by the teacher during every lesson, for identified students, with issues of underachievement or poor behaviour on a range of targets. These should be monitored daily by the tutor and passed to the inclusions office when completed.

6.5 Academic Leaders (AL)

6.5.1 Academic Leaders monitor and support the learning of students in their year group. They work in partnership with tutors, teaching staff and Heads of Year and liaise with parents.

6.5.2 Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the faculty. Where concerns about achievement across a range of subjects have been raised, Academic Leaders will work with the class teacher or student to address the problem. Targets will be set, intervention agreed, and progress monitored.

6.5.3 The Academic Leader will collect and collate information and monitor individual student progress in several ways:

- use of baseline and internal and external assessment data
- staff, student, and parental feedback
- comparison of target and actual grades
- monitoring of student reports

6.6 Heads of Year (HOY)

6.6.1 The role of the Head of Year is to manage the personal and overall well-being of all students within their key stage.

6.6.2 Heads of Years work in partnership with Academic Leaders, tutors, and classroom teachers in promoting the school ethos.

6.6.3 They are available to discuss the individual needs of any student within their key stage. Serious behavioral or personal concerns about a student should be discussed with the Head of Year.

6.6.4 The Head of Year will support tutors and teachers in their work with challenging students.

6.6.5 The Head of Year will inform relevant staff of any concerns that relate to individual students, where appropriate.





Malmesbury School

6.7 Senior Curriculum Leaders (SCL)

- 6.7.1 The role of Senior Curriculum Leaders is to manage learning and teaching within their curriculum areas.
- 6.7.2 Senior Curriculum Leaders are expected to monitor the achievement of students in their faculty.
- 6.7.3 Concerns with the academic progress of an individual student must be referred to and discussed with the appropriate Senior Curriculum Leader.
- 6.7.4 Senior Curriculum Leaders will support the professional development needs of individual teaching and non-teaching staff members within their curriculum area.
- 6.7.5 Senior Curriculum Leaders are responsible for liaising with Academic Leaders, Heads of Year, Leaders and parents when necessary.

6.8 Senior Leadership Team (SLT)

- 6.8.1 The Senior Leadership Team is responsible for the overall leadership and development of teaching and learning across the school.





 Malmesbury School - Principles of Teaching	
Effective Teacher Practice	So that...
1. High Behavioural Expectations and Routines	
<ul style="list-style-type: none"> a. Routines are embedded and support effective classroom management b. Expectations of students' behaviour are aspirational and clear c. Teachers reinforce effort and reward progress d. Teachers ensure that there is a high ratio of student participation e. Teachers use positive and inclusive language f. Teachers build positive relationships with students g. Teachers create a culture of error in the classroom 	<ul style="list-style-type: none"> a. Minimal valuable lesson time is wasted dealing with low-level disruption b. Students can think hard about their learning, free from distraction c. Students understand the connection between effort and achievement, and take risks d. Students are engaged and thinking hard about their learning e. Students are motivated by their sense of belonging in the classroom community f. Students feel emotionally safe in the classroom and can focus on learning g. Students feel empowered to contribute and take risks, leading to more progress
2. Quality of Instruction	
<ul style="list-style-type: none"> a. Teachers deliver highly effective explanations b. Teachers provide clear end points c. New knowledge is founded upon old knowledge d. Teachers model excellence and how to achieve it e. Teachers present knowledge in small steps f. Teachers reduce the cognitive load in the classroom as much as possible 	<ul style="list-style-type: none"> a. Students quickly grasp key ideas b. Students have complete clarity around what they are learning and what success looks like c. Students can learn new ideas by reference to ideas they already know d. Students know what excellence looks like e. Students have a stronger understanding of key concepts and develop new skills with confidence and accuracy f. Students can focus more easily on the task at hand
3. Subject Mastery	
<ul style="list-style-type: none"> a. Teachers demonstrate exam expertise b. Teachers plan for and address misconceptions c. Teachers have a comprehensive understanding of the curriculum d. Teachers plan for the long-term and interleave content 	<ul style="list-style-type: none"> a. Students are successful in their examinations b. Students overcome common misconceptions c. Students are all challenged d. Students revisit material in a way that promotes knowledge acquisition
4. Making it Stick	
<ul style="list-style-type: none"> a. Teachers regularly use low-stakes testing b. Teachers guide students through deliberate practice c. Summative assessment is cumulative d. Teachers use visuals and other resources to promote learning 	<ul style="list-style-type: none"> a. Students can embed learning into their long-term memory b. Students can develop fluency and accuracy c. Students understand the relevance in revision for all topics covered d. Students can successfully understand key aspects of learning
5. Adaptive Teaching	
<ul style="list-style-type: none"> a. Every lesson is pitched high for all students b. Teachers provide support and scaffold learning for identified students in the lesson c. Teachers have a strong awareness of students with identified learning needs d. Teachers adapt teaching as the need emerges 	<ul style="list-style-type: none"> a. Students are challenged to exceed expectations b. Students are able to access the learning in the lesson c. All students with SEND make exceptional progress d. All students make exceptional progress
6. Assessment and Feedback	
<ul style="list-style-type: none"> a. Teachers provide timely feedback to maximise learning b. Formative assessment is embedded throughout a lesson (E.g. Questioning) c. Teachers use whole- class feedback d. Students are given time to reflect and act upon feedback 	<ul style="list-style-type: none"> a. Students can quickly unlock further learning b. Teachers adapt the learning live to respond the needs of the students c. Teachers provide high-quality and workload friendly feedback d. Students can improve their work in a meaningful way
7. High Standards of Written and Oral Communication	
<ul style="list-style-type: none"> a. Students are expected to use tier 2 and tier 3 vocabulary in written and oral communication b. Students have varied opportunities and tools to practice speaking in the classroom c. New language is explicitly taught d. Opportunities to read challenging subject text are maximised 	<ul style="list-style-type: none"> a. Students read, write, and speak with fluency and accuracy b. Students can develop their oracy skills c. Students understand key terms, their definitions, characteristics and important (non)examples d. Students are exposed to more words





Drop-In Feedback

Teaching and Learning



Teacher:		Drop-in Date:		Class:	
Previous Target:					

Strength(s)	
Actionable Step(s)	





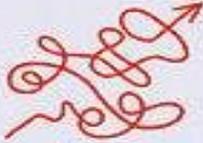
Appendix B

Guidance on how to write a challenging multiple-choice question.

Designing the perfect multiple-choice test

By @Inner_Drive | innerdrive.co.uk

Structure of the question



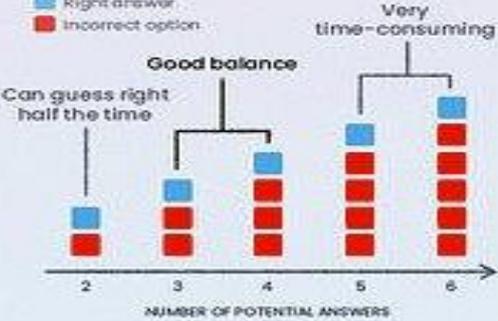
AVOID:
Complex questions lead to misunderstandings and students just guess the answer.



DO:
Simple and clear questions maximise the chance of targeted retrieval practice.

Number of potential answers

■ Right answer
■ Incorrect option



NUMBER OF POTENTIAL ANSWERS

Avoid really easy answers

Which is the hexagon?

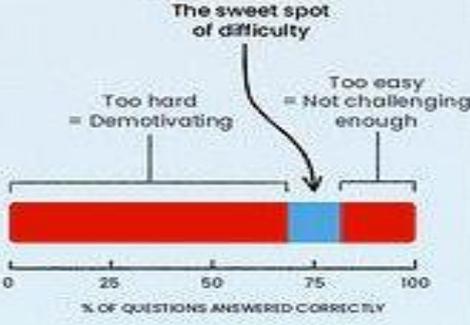





Really easy answer options are pointless filler.

Aim for 70-80% success

The sweet spot of difficulty



% OF QUESTIONS ANSWERED CORRECTLY

Avoid using "None of the above"

What makes a good multiple-choice question?

- Complex questions
- Many potential answers
- One really easy answer
- None of the above**

If "None of the above" is the right answer, students have been exposed to wrong answers and don't get to retrieve the correct answer.





Appendix C

Homework Policy Summary

A guide for teachers

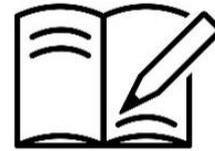
The Principles



Reading



Recall



Application

Setting Homework

All homework must be set on Class Charts and must give the following

What is the task?

Give clear instructions.

Where should it be completed?

Why are the students completing it?

How will this learning be used in the next lesson or be helpful in the future?

When is it due?

Give at least 48 hours to complete any task.

How long should they spend?

Make this clear on Class Charts

What if?

They don't complete their homework?

Some students can't access the work?

Please record on Class Charts

Consider how it can be adapted.

I have a training need? Communicate this to the Senior Curriculum Leader/Anne Marie Whaley

