

Date created: March 2023

Review date: March 2024



Teaching and Learning Policy

- **Mark 1 - A secure overview**
Teachers must be aware of students starting points and progress, where this information is not available teachers will need to carryout baseline assessments to determine this. This will undoubtedly help teachers to understand strengths and weaknesses and their student. Identifying of possible triggers is also necessary for all students.
- **Mark 2 - Marking must be primarily formative**
Marking will need to be formative and include clear instructions of how students may be able to improve work. The presentation of the work should be noted and reference to their achievement in the set task should be noted. Students should have the opportunity to respond to teachers' feedback, Peer/self-assessment should be evident in coloured pen examples of such marking should be displayed in students' books weekly. Marking and feedback must be regular. Marking should be meaningful, manageable, and motivating.
- **Plan 3 - There must be evidence of planning**
Due to the nature of the provision long term planning may not always be possible, however termly planning should be readily available.
- **Plan 4 - Differentiation should be planned**
The planning of differentiation ensures a quality-first approach which meets the needs of all students and maximises the needs of all students and groups.
- **Plan 5 - Every class must have a seating plan**
Teachers should direct the students as to where they sit in class, and not be dictated to by the students.
- **Plan 6 - There should be no time wasting by staff**
Staff need to ensure that their lessons start and end promptly and that all resources are prepared prior to the lesson beginning.
- **Teach 7 - Teachers must be explicit about learning outcomes**
Learning outcomes must be SMART allowing students to gain a clear understanding of the session's expectations.
- **Teach 8 - Go with the learning**
At times students may find it difficult to engage in taught sessions, if the delivery of a session has to be altered based on your knowledge of your students, this is fine. However clear objectives should still be given to the student.
- **Teach 9 - Ensure that 'learning has stuck'**
Ensure that teachers can confidently and accurately use teaching techniques to gather a secure overview as to whether 'learning has stuck' or not. All teachers should be confident to test whether 'learning has stuck' using systematic and incisive techniques, frequently based on questioning.

Please read this policy in conjunction with;

- PSHE policy
- Numeracy Policy
- Literacy Policy