MALTMAN'S GREEN
SCHOOL

Making their way. Since 1918

Teaching and Learning Policy

This policy also applies to the EYFS

Related documents

Special Educational Needs and Disability Policy
PSHE Policy
Online Policy
Early Years Foundation Stage Policy
Professional Development Policy
More Able Policy

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1 Introduction

At Maltman's Green School we are passionate about promoting high-quality teaching and learning. We celebrate lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We strive to build a teaching and learning culture in which our girls gain the skills, knowledge and understanding necessary for a successful future.

Appropriate teaching and learning experiences should motivate, inspire and equip children to lead rewarding and happy lives. Constant reflection of practice by teachers and the school's commitment to CPD ensures the development and enhancement of the quality of provision across the curriculum.

This policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom, in their subject area and across the school.

2 Curriculum Aims

The curriculum includes all planned activities that are organised in order to promote learning and personal growth or development. It delivers a full-time and supervised education suited to all pupils across the full age and ability range, taking into account the individual aptitudes and needs of each child.

Our curriculum aims to be three-dimensional:

- Firstly, our curriculum provides the girls who attend our school with an exceptionally high level of academic challenge. Our pupils are expected to master the expectations of the primary national curriculum whilst also encountering some concepts that the majority of children would not meet until later on in their education. As a result, our academic attainment is well above national expectations. All girls are supported to make progress according to their ability and achieve their full potential, including those with a Special Education Need or Disability (including any children who may have an EHCP) or those with English as an additional language.
- Secondly, our curriculum offers a broad range of experiences and opportunities for our pupils. As well as the full range of National Curriculum subjects, our girls enjoy timetabled lessons of STEAM and Woodland School. Our timetabled curriculum is supplemented by a rich co-curricular programme, which includes clubs, music, performances, sport and competitions. As a result, our children have the opportunity to develop interests and enjoy success in many different areas of learning. There are many other cross-curricular learning opportunities to enrich the experience of the children. This includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Spiritual, moral, social and cultural education, including the promotion of Fundamental British Values, have high priority.
- Finally, our curriculum promotes a deep level of engagement from our pupils. Through every subject, we promote the "Maltmans mindsets": perseverance, independence, collaboration, empathy, respect and reflection. We believe this will enable our pupils to develop as effective learners, as well as nurturing key skills that will help them throughout their lives. We expect our pupils to engage genuinely and meaningfully with their own learning: to reflect on their own work and to evaluate their own progress. As a result, our children develop into well-rounded individuals and self-sufficient learners.

Our curriculum promotes respect for other people, paying particular regard to protected characteristics set out in the 2010 Equality Act.

3 Organisation and Timetabling

The girls in Years 3-6 are given a timetable which is produced by the Deputy Head Academic and which outlines all of their lessons for the week. Pre-prep classes have some timetabled lessons with specialist teachers, such as PE, French, Computing and Music, which are fitted into the Prep timetable.

Below is a list of the lessons taught across both Key Stages. Where a subject is not taught to all year groups further details have been added in brackets.

- English,
- Mathematics,
- Science (Years 3 to 6),
- Topic (Up to Year 2, includes History, Geography, Science and Art & DT),
- Computing,
- French,
- Geography (Years 3 to 6),
- History (Years 3 to 6),
- Religious Education (Years 1 to 6),
- Art & Design Technology (Years 3 to 6),
- Music,
- Physical Education (including Swimming and Games for Years 3 to 6),
- Drama (Years 3 to 6),
- PSHE,
- STEAM (Years 3 to 6),
- Library (All Years, only Spring and Summer Term for Year 6 following the end of Interview Skills),
- Verbal Reasoning and Non-Verbal Reasoning (Years 4 and 5),
- Current Affairs (Years 4 to 6),
- Exam Practice (Year 6 Autumn Term)
- Spanish (Year 6 Spring and Summer Term, following the end of Exam Practice)
- Interview Skills (Year 6 Autumn Term), and
- Woodland School (Up to Year 3).

Each lesson is 30-35 minutes long. Lesson allocations for Key Stages 1 and 2 are given in the table below.

	English	Maths	Topic*	RE	French	Computing	Music	PE	Woodland	PSHE	Library	Golden Time
Year 1	10	8	7	1	2	1	2	4	2	1	1	1
Year 2	9	9	7	1	2	1	2	4	2	1	1	1

	English	Maths	Science	History	Geog	RE	French	Computing	Art	DT	Music	PE	Drama	Woodland	PSHE	STEAM	VR/NVR	Current	Exam	Spanish	Library	Interview
Year 3	9	8	4	2	2	1	2	2	2		2	4	1	2	1	2				1		
Year 4	8	8	4	2	2	1	2	2	2		2	4	1		1	2	2	1		1		
Year 5	8	8	4	2	2	1	2	2	2		2	4	1		1	2	2	1		1		
Year 6	8	8	4	2	2	1	2	2	2		2	4	1		1	2		1	2		1	

*Topic includes the teaching of Science, Humanities, Art and Design Technology.

4 Pedagogy

The teachers at Maltman's Green have a wide range of different skills, specialisms and personalities and this inevitably comes across in some differences between our approaches to teaching. This is something we embrace and celebrate. However, there are aspects of our approach to teaching where some broad but consistent expectations are necessary. At Maltman's Green, all teachers are expected to meet and exceed the Teachers' Standards (Appendix 1). In addition, our expectations for excellent teaching are detailed in the "Maltman's Green Teaching Habits" document (Appendix 2).

5 Planning

The delivery of a quality education is supported by appropriate plans and schemes of work. This includes:

Long-term plans (Curriculum Overviews)

These contain topic plans for each year group, term by term for the academic year. A version of these are circulated to parents at the start of each term.

Medium-term plans (Schemes of Work)

These contain a week-by-week breakdown of the long-term plans for each year group.
They are produced by Heads of Department or class teachers at the start of each term.

Short-term plans

Teachers make plans for the delivery of individual lessons on a weekly and/or daily basis. They are used to set out clear learning objectives for each lesson with consideration for pupil outcomes, resources, and activities to be used in the lesson. In the prep, there is no prescribed template or format for short-term planning. Recognition is given to the individual styles of teachers and teachers assume responsibility for ensuring teaching is planned thoroughly and sequentially. Planning is adaptive and responsive to individual needs, incorporating opportunities for retrieval progress and assessment for learning/

In the Early Years, detailed medium and short-term plans are produced as a team providing a broad, stimulating and enjoyable learning experience.

6 Marking and Feedback

Perhaps the most fundamental pedagogical duty of a teacher is to provide their pupils with timely, appropriate, personal feedback. The most important way in which such feedback takes place is through conversations and interactions during lessons. Another way in which it can take place in some subjects is through marking in children's books.

Good practice is promoted through regular, accurate and consistent marking by all teachers within a shared departmental and whole School approach. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement. Marking of pupils' work should be regarded as a regular means of communication with pupils about their individual progress. This communication must be in a form that is comprehensible and clearly able to be understood by the individual pupil. The feedback on progress that this represents should inform the next step in a pupil's learning.

The way in which feedback is given will depend on the task and we encourage teachers to use a range of techniques including:

- Immediate verbal feedback- this is often the most useful. If teachers think it will help a child to remember the advice they've given them, they might ask them to write it down in their book themselves, otherwise simply writing "VF" in the margin is a useful way to record that the feedback has been given.
- Sometimes, the impact of a lesson will be such that a child completes a task exactly as required. In such a situation, a simple expression of praise and acknowledgement is sufficient.
- Some tasks may have specific answers that the teacher shares at the end of the lesson so children can mark their work themselves.
- Some pieces of work might lead a teacher to decide to write a comment in the book- this might be a brief reminder about something (e.g., "plurals don't need apostrophes") or a more detailed observation about the piece of work.
- Teachers may decide to pick up particular spelling errors or other misconceptions as they occur. We encourage teachers to think about how to prioritise these so as not to cover a child's work with overwhelming numbers of such corrections. We also encourage them to pick up such errors in a clear and consistent way.
- A teacher's knowledge of a particular child might also have an impact on the sort of marking that is appropriate. For example, if a child has made particularly good progress or put in more effort than usual, especially effusive praise might be in order. Alternatively, a teacher may want to set a specific challenge or target.

We encourage teachers to mark girls' work in purple pen and we encourage the girls themselves to respond or self-assess in green. What is important is that children receive the feedback they need in order to improve. Subject leaders and members of the Senior Leadership Team speak to children regularly, often while looking through their books with them, to ensure that the feedback they receive is having the impact that it should.

7 Monitoring and Quality Assurance

Monitoring and quality assurance takes place throughout the year in a number of different forms:

- Formal and informal learning walks by SLT, sometimes including governors.
- Work scrutiny and book looks at the start of SLT meetings.

- Observations of teachers by members of the SLT as part of the appraisal process and by subject leaders throughout the year.
- Moderation of writing within year groups.
- Peer observations and student voice through surveys and pupil focus groups.

Feedback may be given in person or by email in a timely manner. Any sensitive feedback or possible causes for concern will be addressed with a face-to-face conversation.

8 Assessment

Assessment is an important part of teaching and learning, but it serves a number of different purposes. It enables us to:

- Monitor each girl's progress and identify where additional support or greater challenge may be needed.
- Keep parents informed about their daughter's development and achievement.
- Provide teachers with valuable information about pupils' understanding and help shape future teaching.
- Give girls meaningful feedback so that they understand their strengths and next steps.
- Support the school's quality assurance processes and ensure we continue to provide the highest standard of education.
- Familiarise girls with a range of assessment experiences, helping them to develop confidence and resilience ahead of senior school assessments and examinations.

We use a range of formal and informal methods to achieve these goals including topic tests, spelling tests, timed assessments in a specific skill such as reading comprehension. We use the Quest platform to carry out baseline assessments in Nursery and Reception. We also administer standardised tests in Maths and English from Years 1 to 6, Cognitive Potential from Years 2-6 and Science from Years 3-6. We conduct a wellbeing survey once a year so that the pastoral implications of these results can be cross-referenced against the data from academic assessments.

9 Homework

The primary aims of homework are to consolidate learning and to encourage curiosity and independence. As girls move up through the school, it also provides an opportunity for the girls to practise managing their own time and priorities. Children in Reception to Year 2 have a Home School Communication book, where the class teacher and parents can record guidance and feedback on reading. Homework challenges and tasks are noted in the weekly newsletters which are sent out to each year group on a Friday. Parents can record any feedback regarding the homework in the home school communication book, which the teacher will check on a regular basis. Each pupil from Y3-6 inclusive has a Homework Diary/Planner where the pupils carefully write the details of their task. These homework diaries are also used as a means of communicating messages from home to school regarding homework.

Homework may consist of:

- Completing a task started in class
- Learning facts / vocabulary/ spellings/high frequency words/number bonds/times tables
- Reading a specific passage for discussion in school

- Preparing for a test / assessment
- Reviewing previous work for retention and recall
- Embedding new knowledge
- Conducting some research
- Project work
- Preparing a presentation
- Reading

Homework may not necessarily always be a written task but completion is still important. Homework tasks, as with work produced in the classroom, should be of a high standard. This work should be done by the pupil but parental involvement in terms of positive encouragement and some level of monitoring of the pupil's work is desirable. A note in the Homework diary/Home Communication book is always welcome should a parent/carer wish to make a comment. For example, they might wish to convey that there is a specific reason why a pupil has not completed her homework or has found difficulty with the exercise and we always value this information. If a pupil is unable to complete a piece of homework within 30 minutes, we encourage parents to let their teacher know via a note in their planner, so they can provide any necessary support.

10 Special Educational Needs

*This section should be read in conjunction with the School's **Special Educational Needs and Disability Policy**, which gives detail on the role and responsibilities of the Head of Learning Support.*

Whilst Maltman's Green is a school with high academic expectations, we welcome and provide opportunities for all our pupils, recognising that inclusion is about equal opportunities for all learners. We set out to ensure equal access to all areas of the curriculum, to enable every pupil to have equality of opportunity with the appropriate provision. It is policy at Maltman's Green School that every child matters and so adequate provision and planning is undertaken to ensure that each child's needs are met. Reasonable adjustments are made to ensure that pupils with learning difficulties and/or disabilities, as well as those with an EHCP, are not treated less favourably related to their specific needs. Everything possible is done to minimise barriers to pupils learning and participation at the earliest opportunity.

If a teacher has made adequate adaptations for a pupil and still has concerns, the following steps should be taken:

- The teacher informs the Head of Learning Support that they have a concern.
- Concerns are raised at the appropriate school meeting to investigate whether other teachers are having similar concerns.
- Either the class teacher or the Head of Learning Support contact the parent to outline the concern and offer further support.
- The SENCo or a delegated member of staff will carry out an informal assessment.
- The SENCo will feed back to the teachers and parents and then create an action plan.
- If, at any time, it is felt that further external support is required, it might be suggested to parents to seek advice and support from outside professional agencies.

When support is needed in a small group situation, the first priority is to ensure that all children have access to core subjects through appropriate support and scaffolding. Occasionally pupils with particular needs may be withdrawn from some core subjects (e.g. English or Mathematics) to concentrate more fully on fundamentals. In consultation with

parents, children may be withdrawn during part of their English and Maths lessons in order to receive personalised input. When in-class support is provided, careful liaison takes place between the teacher, support staff and the SENCo so that the plans and scheduling of learning is maximised.

11 More Able Pupils

The identification of More Able pupils is a process which all teaching and support staff participate in. Both qualitative and quantitative information may be used for identification purposes. Where a pupil from Pre-Prep is identified as More Able this is done through consultation with the Head of Pre-Prep and Early Years Coordinator.

Pupils who are identified as more able may fall into the following three categories:

1. Exceptionally Able - An exceptionally able pupil demonstrates advanced intellectual potential and excels across a broad range of subjects. These pupils often show a high level of understanding, creativity, and problem-solving skills that set them apart from their peers.

2. Talented - A talented pupil demonstrates exceptional ability or skill in a specific subject or discipline, such as mathematics, sports, music, or the arts. These pupils often stand out due to their natural aptitude, dedication, and passion for their chosen area of excellence.

3. Dual or Multiple Exceptionality - These terms describe learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional learning needs or a disability can make it difficult to identify their high intellectual ability.

Pupils with Dual or Multiple Exceptionality may also have barriers to learning due to their Special Educational Need or Disability. These are considered when assessments are undertaken and analysed, and the Head of Learning Support will work with the Deputy Head Academic and Curriculum Coordinator to identify any pupils within this category.

We offer opportunities for More Able pupils to thrive through:

- An enriched, stimulating and relevant curriculum
- Regular reinforcement of high expectations
- Creative homework set each term for years 1-6
- Setting by ability in Y5 and Y6 English and Maths, allowing for an increased number of challenge and extension opportunities for the higher sets
- Challenge tasks in lessons requiring extended higher order thinking skills
- Academic Scholarship group for selected pupils in Y6
- Sports and Drama scholars sessions for those intending to apply
- Participation in local, regional and national competitions
- Opportunities for 1:1 lessons with highly skilled peripatetic music teachers
- Opportunities for pupils to work outside their usual working environment, where possible (e.g. enrichment events or workshops)
- Independent and collaborative learning activities
- Specialist workshops
- Academically focussed clubs

- The provision of a rich extracurricular programme including a wide range of clubs including sport, Drama and Music
- Preparation for LAMDA and Music examinations
- Opportunities to compete in house sporting competitions and events
- Opportunities for participation in plays, concerts and open mornings
- Pupils self-assessing and evaluating their own work
- Encouraging risk-taking and the experience of setbacks to develop resilience through a residential trips programme and
- Leadership opportunities and responsibilities including school council, form captains, house captains, School Council and Eco Council representatives, house captains, sports ambassadors, drama captains, prefects, Deputy Head Girls and Head Girl.

12 Appendix One – The Teacher's Standards 2001

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate
- distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

13 Appendix Two – Maltman's Green Teaching Habits

