



# Teaching Principles & Strategies Policy

**Adopted:**

## Contents

Section	Page
1. Introduction	3
2. Aims	3
3. Effective Learning	4
4. Effective Teaching	4
5. The role of Governors	6
6. The role of Parents/Carers	7
7. Teaching Principles and Strategies	7
8. Policy Statement for Maths	8
9. Policy Statement for English	10
10. Statement for Handwriting and Presentation	
11. Policy Statement for Science	12
12. Policy Statement for Foundation Stage	13
13. Policy Statement for Religious Education	
14. Policy Statement for History	<i>in process</i>
15. Policy Statement for Geography	<i>in process</i>
16. Policy Statement for T and L in the Foundation Stage	
17. Monitoring and review	
18. Checklist for planning a good-outstanding lesson	19

See separate policies for subjects below:

1. **Music**
2. Gifted and Talented
3. **Physical Education**
4. **Drugs Policy**
5. **Sex and Relationship Policy**
6. PSHE and Citizenship
7. Healthy Schools
8. PSHE and Citizenship
9. **ICT**
10. **Design Technology**
11. **Art and Design**
12. **Display**
13. **Homework Statement**

# **Teaching Principles & Strategies**

## **1 Introduction**

1.1 At St Mary Magdalene Academy we believe in the concept of lifelong learning, and in the idea that both adults and students learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip student with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

## **2 Aims**

2.1 We believe that people learn best in different ways. At our Academy we provide a rich and varied learning environment that allows all students to develop their skills and abilities to their full potential.

2.2 Through our teaching we aim to:

- enable students to become confident, resourceful, enquiring and independent learners;
- foster students' self-esteem, and help them to build positive relationships with other people;
- develop students' self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable students to understand their community, and help them feel valued as part of it;
- help students grow into reliable, independent and positive citizens.

## **3 Effective Learning**

3.1 We ensure the best possible environment for learning by developing a positive atmosphere where students feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We therefore play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus students' attention, and make sure that the students have access to drinking water.

3.2 We offer opportunities for students to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching television and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

#### **4 Effective Teaching**

- 4.1 At St Mary Magdalene Academy we believe that all lessons follow the agreed structure. All lessons have clear learning objectives that are shared with the students at the outset of the lesson. The learning objectives and success criteria needed to achieve these objectives are clearly explained to the students during the introduction part of the lesson and regularly referred back to, to ensure the students are focused in their learning.
- 4.2 The main teaching section of the lesson consists of a balance between teacher talk and pupil participation – for example, the use of talk partners, individual whiteboards and other resources to stimulate interest and ideas. TAs support less able or EAL students during the main teaching part of the lesson, and where tasks are set, they are clearly differentiated and explained to ensure that all students can achieve success and that they fully understand the task they have been asked to undertake. The use of ICT will be incorporated in lessons where appropriate.
- 4.3 We aim to equip students with the skills to become confident independent learners. Once the task has been outlined, students work independently at differentiated ability levels.
- 4.4 In all lessons the teacher supports active learning and where appropriate, specific guided work is delivered to a focus group. (Specific guided work must take place in all reading, writing and maths sessions) Support for students with learning needs is planned for in terms of teacher or TA support and differentiated work tasks and resources are utilized to aid the students' learning. Some students will have an IEP that will be referred to in all planning.

4.5 We value the conclusion of each lesson with a plenary which consolidates the learning and understanding, addressing the learning objective and consolidating what has been achieved through the success criteria. This allows the teacher to assess the student's achievement and understanding and inform future planning.

4.6 Overall we follow a three part lesson, introduction and main teaching activity, independent and guided activities and plenary. All lessons taught in our Academy will follow this format.

4.7 When we are teaching we focus on motivating all the students, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the Academy, and details what is to be taught to each year group.

4.8 Teachers make ongoing assessments of each student's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their students. Our prime focus is to develop further the knowledge and skills of all our students. We strive to ensure that all tasks set are appropriate to each student's level of ability. When planning work for students with special educational needs, we give due regard to information and targets contained in the students' Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for students with disabilities. We value each student as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to matters of inclusion.

4.9 We set academic targets for the students in each year, and we share these targets with students and their parents/carers. We review the progress of each child at the end of the academic year, and set revised targets.

4.10 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum or the national literacy or numeracy strategies. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the student's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.11 Each of our teachers makes a special effort to establish good working relationships with all the students in the class. We treat the students with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with students the class code of conduct, and we expect all students to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise students for their

efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When students misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.

4.12 We try to ensure that all tasks and activities that the students perform are safe. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents/carers, and obtain their permission, before the visit takes place.

4.13 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual students, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.14 Our classrooms are attractive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the students. We ensure that all students have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the students. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the students.

4.15 All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.16 We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The role of Governors**

5.1 Our governors determine, support, monitor and review the Academy's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the Academy buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good quality teaching;
- monitor the effectiveness of the Academy's teaching and learning approaches through the school's self-review processes, which include

reports from subject leaders, the Principal's annual report to governors, and a review of the in-service training sessions attended by staff.

## **6 The role of parents/carers**

6.1 We believe that parents/carers have a fundamental role to play in helping students to learn. We do all we can to inform parents/carers about what and how their children are learning:

- by holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
- by sending information to parents/carers, at the start of each term, which outlines the topics that the students will be studying during that term at school;
- by sending parents/carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents/carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents/carers have the responsibility to support their children and the Academy in implementing school policies. We would therefore like parents/carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform the Academy if there are matters outside school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

## **7 TEACHING PRINCIPLES AND STRATEGIES**

This section outlines the key principles of teaching and learning in our Academy and gives strategies for implementing these principles.

1. Teachers' expectations are high and the whole Academy celebrates achievement.
2. There is a stimulating, welcoming environment where students can become independent and active participants in their own learning.
3. Students have experiences that are regularly planned and delivered which broaden and challenge learning.

4. Students are encouraged to be self-disciplined and responsible towards others and their environment.
5. First hand experiences are regularly planned and delivered.
6. Work is differentiated in a way that ensures each student has the opportunity to reach his/her full potential.
7. Students are highly motivated and value their own achievements.
8. All members of the school community are valued in the learning process.
9. The Academy's equal opportunities policy is fully implemented.
10. Teachers regularly evaluate their own teaching and reflect upon their practice.
11. Parents/carers feel welcome, informed and involved in their children's education.

## 8 Teaching and Learning Policy Statement for Maths

8.1 At St Mary Magdalene Academy we aim for students to view Maths as enjoyable and highly useful and to maintain high expectations in their own learning from Reception to Year 6.

### 8.2 How do we teach Maths?

At St Mary Magdalene Academy we use the NNS as a guide for the teaching of Maths and follow its three part lesson format. KS 1 will have 45 minutes per day for Maths and KS2 will have 1 hour per day for Maths. All lessons will incorporate the following:

- Oral work and mental calculation
- The main teaching activity
- Guided and independent activity
- Plenary

### 8.3 Mental and Oral Starter

All classes count daily with an emphasis on pace during the mental Maths starter. The inclusion of all students is facilitated by various 'show me' resources and support of all adults. In key stage 1, the mental and oral starter will be 10 minutes in duration with 2 to 3 minutes dedicated to counting and the remaining 7 to 8 minutes be used for mental calculations and review of previous learned areas. In KS2 the mental and oral starter will be 15 minutes in duration with 3 to 5 minutes dedicated to counting and the remaining 7 to 8 minutes be used for mental calculations and review of previous learned areas. A variety of 'show me' resources such as white boards, number fans, place value cards, place value wedges will be used each week to keep children's interest.

8.4 All KS2 classes will do daily board Maths to consolidate number and using and applying skills. This work will be differentiated as the students move through the list and difficulty increases.

**8.5 Presentation and Showing Working Out**

All work will have learning intentions and date underlined at the beginning of new work. Students will be encouraged to show all working out when completing Maths work. This is good practice and makes clear the students' thinking process when applying their skills. Presentation will be taught and students will be asked to write one number per square in Maths books. KS 1 and year 3 and 4 will use 1 cm square Maths books. Year 5 and 6 will use 8cm squared Maths books if appropriate.

**8.6 How do we plan Maths throughout the Academy?**

We start with the children using our summative and formative assessments to identify the relevant next step for the students (alongside the NNS). We use the NNS Medium term planning units which identify key objectives to be taught during each half term. The suggested timeframe for each accompanying unit plan does not necessarily reflect the amount of time realistically spent on each key objective, though it acts as a guide.

**8.7 Weekly Planning**

Weekly planning will include specific learning intentions for mental starter and the main teaching activities (showing clear differentiation at three levels) and plenary notes. All teachers are to refer to the NNS framework when planning a lesson. Learning intentions are identified in the relevant year group pages in section X. The teachers are to locate the pages in the NNS framework and use the samples and outline for the unit and the level of work required for the majority of the class.

**8.8 The NNS framework is also used to identify the levels of differentiation required.**

*i.e. Year 4 average students will follow work identified in the Year 4 page of the framework for a given LO, higher ability students will follow work outlined on the Year 5 page and lower ability students will follow work identified on the Year 3 page.*

**8.9 Other in house resources will also be used to support planning. All teachers will plan using the agreed school planning sheet. For one session per week the mental and oral starter can be omitted and will be replaced with a Maths investigation session for approximately 30 minutes (focus: using and applying). Cross curricular links are encouraged.**

**8.10 What makes a good Maths lesson?**

A good Maths lesson enthuses and motivates all students, who feel in control of their learning due to knowledge of the learning objective and understanding of criteria of their success.

**8.11 How do we provide for all students - SEN, G&T provision?**

Planning reflects related targets on IEPs and those students on the gifted

and talented register. Through this, curricular targets are employed where the child may better access the curriculum. All lessons are differentiated to three distinct levels. More able children will have extension work planned for them. This work is to challenge them, not to give them more sums to do.

## **9 Teaching and Learning Policy Statement for Literacy**

9.1 At St Mary Magdalene Academy we provide one and a half hours for the teaching of literacy for four days per week; a 45-minute focus on reading and a 45-minute focus on writing. We strive to integrate other subject areas into our literacy sessions.

### **9.2 Session Structure**

All literacy session will consist of a shared reading or writing activity where the teacher will read or model writing. This will be followed by an independent and guided session where the teacher will support one specific group and the TA another while the remainder of the class will complete planned independent activities that have been differentiated. In the independent reading session, all students will read for 10 minutes from a levelled text before they begin their independent activity. The final part of the session will be the plenary where the learning intention is revisited and good work and success shared.

### **9.3 Reading Sessions**

The reading hour affords the opportunity to inspire our students with a love of literature, through the selection of quality texts for the shared reading input and for the guided reading session. Students are encouraged to express opinions and critically appraise texts they read and to empathise with characters and their actions. The guided reading session enables each student to read to the teacher and afford the opportunity for teacher assessment of student progress and to identify any specific needs for progression. (We do not have one student reading aloud whilst the rest follow along). Independent activities in the reading hour are focused on texts, e.g. comprehension, cloze procedure, sentence development, sequencing activities. Such activities are planned at differentiated ability levels. Planned differentiation is carefully monitored and work scrutinised regularly.

### **9.4 Writing Sessions**

The writing hour enables our students to develop a wide range of skills within the NLS unit of work being followed. Links are made with other curriculum areas where possible and the five weekly sessions enable progression and regular extended writing. Our students are supported in this process through a whole class shared writing input, where students are given opportunities to suggest ideas, and with regular guidance, to refine and evaluate them. It also enables the students to have the focused support and teaching in a guided writing session with the class teacher.

Guided writing ensures all students have support and encouragement in the writing process and take place every session.

- 9.5 Extra teaching assistant support is also given to the lower ability students on a regular basis and no student is left feeling that their contribution is not valued.
- 9.6 The use of writing scaffolds, success criteria, the punctuation pyramid and the four generic targets of vocabulary, connectives, openers and punctuation (V.C.O.P.) support all our students in the writing process and our marking provides clear indications of areas of praise, but also offers clear points to enable the pupils to proceed to the next level in their writing.
- 9.7 All students are involved in the evaluation of completed writing through response partners, which enables reflection on what they and others have written. All students' writing is valued and every student is encouraged to feel that they have valuable contributions to offer. Success is celebrated.
- 9.8 Value is placed on the plenary of each reading and writing session as a way of revisiting the learning objective and moving the students forward in their learning.

\*\* can we include resources we use for planning, the NLS unit plans for guidance and how we are to write our writing books and the reason for this.\*\*

## 10 Teaching and Learning Policy Statement for Science

- 10.1 Science is a core subject, so we allocate 2 hours per week to the teaching of the subject. We follow the National Curriculum requirements for the teaching and learning of experimental and investigative science, life processes and living things, materials and their properties and physical processes.
- 10.2 We strive to achieve success in these areas through investigative science and the belief that every child matters.
- 10.3 Science, as a school subject, is taught in a spiral system where individual areas within a subject are revisited frequently as the students' progress up the Academy. This provides teachers with a concrete base of knowledge from which to ensure planning is set at the appropriate age related level. This also allows teachers to identify and address any misconceptions that may have occurred.
- 10.4 A good science lesson should offer opportunities for students to:
- Develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences.
  - Learn about ways of thinking and of finding out about and communicating ideas.
  - Explore values and attitudes through science.
- 10.5 These aspects should encourage the students to be curious about the things they observe and experience and explore the world about them with all of their senses.
- 10.6 They should also require and refine the practical skills needed to investigate questions safely.
- 10.7 We endeavour to support the students in their development of predicting, asking questions, making inferences, concluding and evaluating skills that are invaluable in everyday life.

\*\* include brainstorming at beginning of a unit, fair testing, investigations and knowledge based science. Mention scheme we follow, how science investigations are written up and presented\*\*

## 11 Teaching and Learning Policy Statement for Foundation Stage

### 11.1 How do students learn?

Through play, physical interaction, exploration, guided groups, independent learning, repetition and practice, visual, physical, verbal skills and communication.

11.2 Meeting the needs of all students is vital. Resources and planned activities are differentiated to meet individual levels of need. Gifted and Talented students are extended and lower ability students are given extra adult support and where needed SEN intervention.

11.3 Teaching and planned activities address the Early Learning Goals, as stated in the Foundation Stage Guidance. Learning follows the path of the foundation stage stepping stones addressing the following areas of learning:

- Social skills
- Physical maths
- Early reading and writing skills
- Communication
- Interaction

11.4 Students are taught in short whole class 'carpet' teaching sessions, small groups and on an individual one to one basis. Strong emphasis is given to teacher modeling and scaffolding learning and observation of skills and progress.

### 11.5 How do we plan?

Activities are planned around a topic theme, led by the students' interests and from teacher observations. Guidance is taken from the Foundation Stage Curriculum and from published schemes, e.g. Jolly Phonics.

Specialist instructors provide the teaching of dance, gymnastics and music.

### 11.6 How do we assess and record progress?

IP ACs - foundation Stage profiles

Profile books

Writing books

Observations

Check lists

Formal recording of phonic knowledge and understanding (Digital photography Voice recordings)

*\*\* mention free flow from indoor to outdoor. How the independent learning is planned for and how we review each day at the end of the sessions. \*\**

## 12 Teaching and Learning Policy Statement for RE

Follow Sollihul SOW. Taught 1 hour week. Church services, visits, assemblies, prayer, celebrations.

**13 Teaching and Learning Policy Statement for History**

1 hour per week, how we will divide history and geography, what skills we will focus on in both. Topics, visits, cross curricular links,

**14 Teaching and Learning Policy Statement for Geography**

**15 Teaching and Learning Policy Statement for Handwriting and Presentation**

15.1 In St Mary Magdalene Academy we have high expectations of the presentation of all work produced by our students. We aim to foster a work ethic which encourages our students to seek to produce their very best at all times.

15.2 Handwriting is a regular activity, particularly for those students who have a problem forming letters correctly or are still developing a fluent joined style of writing. Daily sessions are to take place in KS1 and these regular sessions should continue well into KS2. Ideally, by year 5 all students have a neat, legible style of joined handwriting which can be further developed and perfected as they move towards the transition to KS3. It is not acceptable for students to be unable to form letters or numbers correctly with reasonable consistency at this level, unless there are specific identified special needs.

15.3 The Nelson Handwriting Scheme is used within the Academy and this is followed at all times.

15.4 Students throughout the Academy are given regular opportunities to publish written work for display, and students know that only their best will do. All our students are aware that sloppy work will not be accepted either in their day to day workbooks or when work is being presented for display in areas around the school.

15.5 We acknowledge that all adults in the Academy should lead by example and so we endeavour to be good role models when writing on whiteboards and making comments in students' books. Our handwriting i.e. wherever possible, a neat style which the students can aspire to.

## 15.6 Book Presentation Rules

### Presentation Rules – Maths

- use short dates
- write out the title for work on line
- underline date and title with a single line using a ruler
- write out Learning Intention below the title leaving a line
- draw a vertical margin down the right hand part of the page to do working out
- leave space for unfinished work
- cross out mistakes with one line (rubbers not to be used)
- you will be told to redo untidy work.

### Presentation Rules – English

- use written date
- use top line for date and write titles on the line under the date
- underline titles and dates with one single line using a ruler
- miss a line after writing the title
- write down the learning intention
- miss a line after title and learning intention before beginning work
- leave a line after old work and draw a line before you begin a new day's work and do not start a new page unless it is appropriate to do so
- always use your best handwriting
- cross out mistakes with one line (rubbers not to be used)
- you will be told to redo untidy work
- Use a pen in KS2

### Presentation Rules – Writing

- date and learning intention to be written on the left hand page in you book
- writing work to be completed on the right hand page in your book
- when the work is completed the left page is used by the teacher and response partner to highlight particular success in the piece of writing and to give pointers for further development or improvement which can be made. Any rewriting can be competed on this page.
- use written date
- use top line for date. Miss a line and write titles on the line under the date
- underline titles and dates with one single line using a ruler
- miss a line after writing the title
- write down the learning intention
- always use your best handwriting
- cross out mistakes with one line (rubbers not to be used)
- you will be told to redo untidy work
- Use a pen in KS2

### Presentation Rules – all other subjects

- Use short date
- Use top line for date and titles
- Underline titles using a ruler
- Write down learning intention
- leave a line after old work and draw a line before you begin a new days work
- always use your best handwriting
- cross out mistakes with one line (rubbers not to be used)
- you will be told to redo untidy work
- Use a pen in KS2

### Homework Weekly Timetable per Class

Each class is expected to do the following amount of homework each week

Class	Amount per night (week)
Reception class	1 hour per week 10 minutes per night
Year 1	15 minutes
Year 2	20 minutes
Year 3	25 minutes
Year 4	30 minutes
Year 5	35 minutes
Year 6	40 minutes

### Types of homework

#### All classes – regular homework

All children will have homework books where they will be expected to do all homework. Each week students will be given spellings to learn. They will be tested on a Friday and their results will be recorded in their homework book. Maths homework will be set each Wednesday in all classes. This will be returned marked on Friday. All students will also be expected to learn the number bonds and/ or multiplication tables weekly. These will be tested each week. We wish to encourage parents/carers to use the homework book as a method for communication with their child's teacher. All students are expected to read every night. Books will be selected for them in KS 1. The majority of students in KS2 are expected to select their own home reading books. Parents/carers will be able to access the set homework and spelling lists on the school website that will be running from October.

#### *Table (All classes)*

Monday	Tuesday	Wednesday	Thursday	Friday
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spellings reading number bonds/ multiplication tables	spellings reading number bonds/ multiplication tables	maths spellings reading number bonds/ multiplication tables	spellings reading number bonds/ multiplication tables	reading number bonds/ multiplication tables
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### KS1

We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we give students books to take home and read with their parents/carers. We will give guidance to parents/carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 students to learn spellings or mathematical tables as part of their homework. Sometimes we ask students to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask students to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other students. Sometimes we ask students to find and collect things that we then use in science lessons, and occasionally we ask students to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask students to study a topic, or to research a particular subject, we encourage them to use not only the Academy library but also the local library, as well as the Internet and CD-ROMs.

### KS2

At Key Stage 2 we continue to give students the sort of homework activities outlined above but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the students to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the students to revise for examinations, as well as to ensure that prior learning has been understood. Students in KS2 will be expected to compete and hand in one project per term. The theme for the project will be discussed and agreed with their class teacher but will be completed at home. Parents/carers will be encouraged to assist their children and the final version will be handed in to be marked by the class teacher.

Parents/carers can see copies of our complete Homework policy by asking at the office.

18.1 We are aware of the need to monitor the Academy's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

**Signed:**

**Date:**

## 18 Checklist for planning a good-outstanding lesson

<b>Introduction</b>	Notes or tick.
Learning objective/ success criteria (to be shared)	
Recap previous learning	
Use small white boards/talk partners/TUTD/other assessment-for-learning techniques involving the students up <b>at the white board</b>	
Planned open-ended questions to promote reasoning skills	
Share key words (if applicable) Use displays as reference/working walls etc (if applicable)	
Make sure TA knows what s/he should be doing during introduction. TA should have whiteboard, or appropriate materials such as cubes or materials for science, etc. TA <b>MUST</b> be supporting identified student(s).	
<b>Main Activities</b>	
Make sure all the students are sure about what they are doing/WALT	
Share success criteria or steps to success.	
Make sure TA knows what he/she is doing and who he/she's working with. TA must understand task fully.	
Try to use class computers if possible (even if one student on a laptop (SEN or G&T)	
Try to include IWB with a group, either teacher or TA	
Ensure work is differentiated (at least 3 clear ways)	
Use space i.e. SEN room etc/check availability	
<b>Plenary</b>	
Make sure the plenary is either evaluative or challenging (giving them a taste of what is to come)- if the students are showing work, make sure they are being given feedback by peers or doing self-evaluation (what did you think you did well etc)	

Try to use IWB (scanning work and 'marking' it as a class works well)	
Revise the learning objective and what they have learnt today	
Give challenge/follow up for home (if applicable)	
Use a range of questioning strategies to promote thinking skills.	