

Marlborough Road Academy

Teaching and Learning Policy

Intent

Our curriculum is coherently planned, sequenced and delivered in a way that enables all children to acquire sufficient knowledge and skills for future learning. Taking the National Curriculum as its starting point, our curriculum ensures that these skills and this powerful knowledge builds term by term and year by year. It builds on previously taught knowledge and skills, so that children can work towards clearly defined end points. It makes meaningful connections within and between subjects. Representation is important. We ensure that our children see themselves in our curriculum and that our curriculum takes them beyond daily experience. Our pedagogical approach is based around **Rosenshine's principles of learning** and uses Kagan structures in order that children know more, remember more and can do more. Marlborough Road's conscious discipline approach leads to a trusting environment and positive relationships, which means that children are willing to have a go, take risks, make mistakes and ultimately achieve.

Quality First Teaching

At Marlborough Road, we are clear that having strong subject knowledge is key to being able to deliver content successfully and ensure pupils are learning. Teachers are experts in what they are delivering, and this expert knowledge allows teachers to answer questions and address misunderstandings on the spot.

We believe that high-quality, whole class teaching is the key to maximising progress for all pupils and this teaching incorporates the following principles:

Each lesson will start with a **review of previous learning**.

Teaching takes place in **small steps**. Each step is explicitly **modelled**. Teachers will verbalise their thought processes and reasoning (metacognitive approach). Small steps allow teachers to avoid overloading children's memories.

Pupil's understanding is constantly checked through teachers' **questioning**. This questioning requires children to justify, prove and explain their thinking, and allows teachers to determine how well new material is learned.

Guided practice allows children time to practise, discuss, elaborate, re-phrase and summarize new material. At all stages, teachers **check for understanding**.

Teachers aim to obtain a **high success rate**.

Scaffolds are provided to assist new learning or for children who find the learning more difficult. These may include extra modelling, writing frames, vocabulary banks, concrete materials and more.

Independent practice means that children can move towards automaticity in terms of new skills, knowledge and understanding. This will help to free up working memory.

Regular **longer-term reviews** are built into our sequential approach. In the non-core subjects, a pre-learning quiz identifies gaps and misconceptions in previous learning so that

teaching can be adjusted in order to take these into account. Post learning quizzes identify how much knowledge/skills have been retained and again, this information is used to inform future teaching.

Engagement

We understand that children's active engagement and participation in lessons is vital if they are to make progress. We have high expectations of their Behaviour for Learning, which are rigorously

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enforced by all staff. We consistently use Kagan structures in order that all children make contributions to the lesson and engage in their own learning. We provide children with regular personalized feedback in the form of over the shoulder coaching.

Catch Up and Keep Up

For some children, extra support other than that given within the lesson, may be necessary. Similarly, we provide phonics catch up when required and one-to-one support in reading. The Elklan programme supports the development of children's speech and language and vocabulary. In order to support pupils at the early stages of learning English, we provide targeted language tuition aimed at securing a basic understanding of English in order that they may access the rest of the curriculum alongside their classmates.

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