



# PERTON MIDDLE SCHOOL

## Teaching and Learning Policy

### Introduction

The high quality of teaching and learning at Perton Middle School is a key feature of our school ethos. The students and the parents tell us this through our regular surveys. The impact of our teaching is clearly shown by the fact that Outcomes at the end of Key Stage 2 assessments are at least good and improving. Outcomes at the end of Y8 prepare students well for the rigours of GCSE.

At Perton Middle School it is our aim to engender an infectious enthusiasm for learning via a wide range of teaching and learning (T&L) methodologies and resources in order to stimulate interest and promote creativity encouraging students to learn independently in order to improve progress and attainment. Cutting edge pedagogy is at the heart of our school development plan.

Everything we do at Perton Middle School is rooted in our 3 pillars of learning Knowledge, Metacognition and Community. Through highly effective teaching and learning we support students to gain knowledge, understand themselves as learners and empower them to contribute effectively to our learning community.

This policy outlines the procedures used at Perton Middle School to ensure the quality of teaching impacts on better outcomes for learners.

### At Perton Middle School teachers:

- Demonstrate deep knowledge and understanding of their subject.
- Use questioning highly effectively and demonstrate understanding of the ways students think about subject content.
- Plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
- Provide adequate time for practice to embed the students' knowledge, understanding and skills so they become secure.
- Introduce subject content progressively and constantly demand more of students.
- Identify students' common misconceptions and act to ensure they are corrected.
- Use knowledge banks to consolidate learning, deepen understanding and prepare students well for the learning to come.
- Teach children about Metacognition and help they understand the process of learning.



- Show determination to ensure that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their learning.
- Use lesson time highly effectively to ensure teaching happens at a whole class, small group and individual level.
- Make explicit links to interconnected learning including previous, current and future learning. Highlighting that all learning is interconnected.
- Use the Perton lesson structure to provide opportunities for students to work collaboratively and independently.
- Create a safe learning environment that encourages risk taking.
- Provide opportunities within and outside the classroom to promote learning.
- Have consistently high expectations of all students' attitudes to learning.
- Foster strong home-school and multi-agency links.
- Manage students' behaviour highly effectively with clear rules that are consistently enforced (see behaviour policy).
- Use reasonable adjustments highly effectively to ensure all students can achieve.
- Identify and support any pupil who is falling behind, and enable them to catch up.
- Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Provide students with incisive feedback via whole class, group and individual feedback.
- Embed reading, writing and communication and, where appropriate, mathematics exceptionally well in their subject, equipping all students with the necessary skills to make progress.
- Foster the skills necessary to ensure everyone at Perton Middle School recognises their place as a valued member of our learning community.

### **Expectations on how students present their work.**

Teachers will:

- Ensure students begin their work with the learning question and the date.
- Appropriately scaffold tasks to ensure all students can achieve
- Ensure that the students' present their work neatly with neat handwriting in written tasks, neat formatting in printed tasks and finished to a high standard in practical tasks.
- Ensure students take pride in their work.
- Ensure that students respond to the developmental comments made by the teacher.
- Address consistent errors in Spelling, Punctuation or Grammar through day to day teaching.

### **Support and Improvement**

We wish to improve progress and attainment for all learners by developing the quality of teaching so that it is consistently outstanding and impacts on learning.

- All faculties will have a clear Intent for their curriculum. There will be clear plans in place for the delivery of the learning.
- Professional development opportunities for staff will be delivered weekly.



- Staff will be provided with opportunities to work in peer partnerships with colleagues. Directed time will be allocated to shared planning time and opportunities to share best practice across departments.
- Teachers with outstanding practice will lead and support the professional development of others via coaching.
- Drop ins will take place once per term with the observer giving developmental and supportive feedback.
- Work Sampling will take place regularly with Senior Leaders and Lead Teachers checking the quality of students' completed work.

### **Summary**

Perton Middle School is a learning community. Our focus is to ensure that the teaching and learning across the school demonstrates a shared clarity of excellence which reflects how we consider ourselves as a learning hub. Through a multi-faceted and co-ordinated approach, staff training, collaborative planning and curriculum resourcing will enable teachers and support staff to deliver outstanding teaching, learning and assessment over time. A shared language of learning across faculties and teachers will give students and staff alike the clarity needed to excel.

