



Teaching & Learning Policy

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Signed by:

A Martin Principal Date: September 2025

M O'Connell Chair of Governors Date: September 2025

Versions:			
VERSION	DATE	AUTHOR	CHANGES
2024	September 2024	SLH	No changes

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

**“ We are taking pains to do what is right not only in the eyes of the Lord
but also in the eyes of man” 2 Corin 8 v21**

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

**“Be completely humble and gentle; be patient, bearing with one another in
love” Ephesians 4v2**

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

**“Be like minded, be sympathetic, love one another, be compassionate
and humble” 1 Peter 3 v 8**

“I can do all things through Christ who strengthens me” Phillips 4 v13

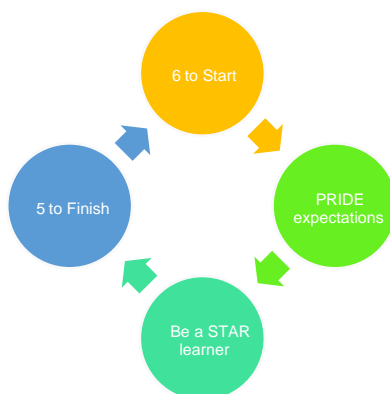
‘Every teacher needs to improve, not because they are not good enough, but because they can be even better.’ (Dylan Wiliam)

Ethos

This policy is underpinned by the Core Values of Magnus Academy. As a community we are relentlessly focused on raising the attainment and progress of all our students and we recognise that the most influential way we can do this is through high quality classroom practice, a journey of continual improvement and a commitment to always wanting to be better. Our role is to support all our students to succeed, irrespective of their starting points.

While we value diversity and creativity in teaching and learning, we also acknowledge that we need consistency in some aspects of our practice. This is especially important for our most vulnerable learners.

The Magnus Way



- Classroom **doors are open**.
- **Seating plans** are used and created using ClassCharts
- At the start of a lesson:
 - **‘6 to start’** principles
 1. Staff meet and greet at door.
 2. ‘Do Now’ activity distributed/ displayed – to be completed in silence.
 3. 3 minutes to arrive to lessons without late mark.
 4. Equipment out in silence: pen, pencil, knowledge organiser, rubber, ruler.
 5. Complete register in silence.
 6. Review ‘Do Now’.
- Students are **STAR learners** and are challenged appropriately when this doesn’t happen. **Sit up and Listen, Track the teacher, Ask Questions, Respond Like a Scholar**
- Students are encouraged to take pride in their work and are challenged appropriately when this doesn’t happen.
- At the end of a lesson:
 - **‘5 to finish’** - We work to the bell then in silence (with a countdown from 10):
 1. Books closed.
 2. Equipment stacked.

3. Books in neat piles.
4. Equipment in bag.
5. Stand to be dismissed.

Teachers have clear and consistent routines. It is an expectation that these are applied across the academy to ensure that learning is maximised, and students are able to learn in a disruption free environment.

Teachers build positive relationships with all students through positive behaviour management. Students are welcomed to the lesson at the door and positive framing is used to remind students of expectations and routines. Where there continues to be a disruption the academy's behaviour policy is followed accordingly using the verbal, yellow, red system. Equally, students are rewarded and celebrated for positive learning behaviours through the academy's behaviour policy. It is expected that an iChoose is awarded every lesson.

Planning

All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson.

The questions teachers need to ask when planning are:

- Where are the students starting from?
- Where do you want them to get to?
- How will you know when they are there? □ How can you best help them get there?

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needs to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons and SOWs.

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. Teachers are expected to know the profile of the students they teach by looking at student data, including SISRA and SEND profiles on Classcharts.

High quality teaching is the first wave of intervention for meeting the needs of SEND students. Adaptive teaching should be applied to ensure a quality first approach which meets the needs of all students and groups.

Teaching

What a typical lesson will look like will vary from subject to subject. However, it is expected that the following strategies are used in lessons.

□ Teacher instruction/explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

Teachers must be explicit about the key knowledge and vocabulary that all students must use. We are all teachers of literacy. The quality of student and teacher language, through instructions and questioning, are significant determinants of progress.

□ I do

To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they try themselves.

Modelling supports explanation and can help students to make abstract ideas concrete. E.g.

- Demonstrate the worked activity in front of students

- Think aloud/narrate the thought process
- Provide model answers
- Provide examples and non examples
- Use questioning to check for understanding
- Misconceptions are pre-empted and addressed

☑ We do

Students work through an additional model as a class. It is an expectation that all students are involved in this process.

Worked examples and partially worked examples are used to support all students in demonstrating their learning.

Teachers use questioning to engage all students and to pre-empt/challenge misconceptions.

☑ You do

Students are given the opportunity to work independently on a similar task.

Teachers are expected to circulate the room and use probing questions to check for understanding.

Feedback is provided to students on next steps.

Responsive teaching

Teachers should ensure that they are checking for understanding. If learning is not yet secure for students, the lesson should be adapted.

☑ Questioning

Teachers should ask lots of questions, to lots of students, to help reshape their teaching. This could include a range of open and closed questions, process questions and probing for deeper understanding.

Questions will be mainly asked through cold calling, with targeted questioning used to support and challenge students.

☑ Retrieval practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material from their long-term memory. It can be used at any point in the lesson but will commonly be seen during the do now.

When used as part of the do now it will be help recap prior knowledge needed for the lesson and support the teacher with identifying understanding of prior learning.

During lesson, retrieval practice might include low stakes quizzing, brain dumps or spider diagrams.

Misconceptions from previous lessons can also be addressed through carefully worded do now questions.

☑ Feedback

Feedback will exist in many forms (as referenced in our marking and feedback policy) but aims to:

- Be regular
- Focus on progress for the student and not just the piece of work
- Provide a next step