



Learning and Teaching Policy for Mulberry School for Girls

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Version control

Version	Reviewed	Changes since last version
1	Existing	
2	May 2019	Updated VLE section
3	June 2022	Introduction updated to reflect principles of teaching and learning at MSfG
4	June 2023	Updated to reflect RAISE

Mulberry School for Girls Learning and Teaching Policy – updated June 2023

“Every minute; every lesson; every day”

Confidence, creativity, leadership and love of learning.

Mulberry School for Girls is a vibrant learning community that places the quality of teaching and learning at the forefront of all that we do. Staff and pupils are recognised as Leaders of Learning and take active ownership of learning, constantly reflecting on what works and why, in order to make the most of every opportunity. Staff prioritise Quality First Teaching, and adapt their lessons to ensure that **all** pupils can access our curriculum (The MULBACC) and make outstanding progress. They scaffold their teaching to provide appropriate challenge at all levels and maximise opportunities for pupils to develop their confidence, creativity, leadership and love of learning. As a result, our students are ambitious and curious about learning. They embrace opportunities to extend their learning beyond the classroom and develop the skills to become active, independent and lifelong learners. They are motivated to succeed and aspire to achieve the very best outcomes to broaden their life chances and to develop a rich intellectual curiosity and technical prowess

We are committed to ensuring that all our learners make exceptional progress so that they can successfully compete in a global workplace. It is our responsibility to carefully and accurately track pupil progress and to intervene appropriately through personalised planning so that all pupils succeed in a fully inclusive way. We must ensure that the daily diet of learning for all our pupils is high quality: every minute; every lesson; every day.

Mulberry School for Girls is equally committed to encouraging colleagues to engage in professional dialogue about learning; we promote collaboration, evidence-based enquiry and research into how we can best serve the needs of our pupils. We expect all our colleagues to be reflective practitioners who consider what works best under what conditions and support colleagues in their own lifelong learning.

Mulberry School for Girls appreciates that learning does not just take place in the classroom. Therefore, much importance is placed on the “hidden curriculum” and personal development. Pupils are encouraged to develop an understanding of how they can become better learners and how emotional intelligence and resilience can help them progress.

Mulberry School for Girls has a clear set of pedagogy, practice and principles:

1. A shared language of learning: RAISE

Mulberry School for Girls has identified shared pedagogical principles which lead to high quality teaching, learning and progress:

RAISE	Planning and Reflection	Strategies
R eview (Retrieval of prior knowledge)	<i>What knowledge and skills do children need to have before they can access new learning?</i> <i>Are students regularly reviewing subject specific knowledge to improve retention and develop their language and vocabulary?</i>	1. Identify what students already know by starting each lesson with a <i>Do Now</i>. 2. Develop pupils’ speaking and listening skills and wider understanding of language through regular recall and retrieval of prior learning. (L) 3. <i>Activating & Inferring</i> – encourage students to use prior knowledge to connect to new knowledge when reading in order to

		make sense of the text and draw conclusions (R).
A ssess (checking for understanding systematically)	<i>Does your questioning identify misconceptions accurately and deepen understanding?</i> <i>How have you used assessment to adapt your teaching and embed knowledge fluently?</i>	1. Specific and precise questioning (cold calling) which supports next steps and systematically checks for understanding. 2. Identify specific learning gaps and misconceptions through diagnostic assessment. 3. <i>Monitoring/Clarifying</i> - Encourage children to think about and visualise what they are reading, both during and after the act of reading in order to check their comprehension of texts and clarify misconceptions. (R)
I nstruct and Model	<i>Is teacher talk clear, concise and inclusive of all learners?</i> <i>How have you scaffolded modelling to maximise learning for all students?</i>	1. Present new material in small steps (chunking) using expert examples (model answers). Re-teach and pre-teach material when necessary e.g. pre-teaching vocabulary. (R) 2. <i>Think aloud</i> - talk through each step of a task as you model it. E.g. modelling the writing process - planning, revising, and editing. (L) 3. Combine reading activities and writing instruction to improve students' skills in this area. (L, R)
S caffold (Guided practice)	<i>What support have you put in place to develop pupils reading, phonics and language comprehension?</i> <i>Are scaffolds removed at the right time to allow for independence?</i>	1. Provide scaffolds (visual, verbal and written) to allow all pupils to access the learning. (L,R) 2. Model high quality talk and promote purposeful dialogue between pupils through explicit vocabulary instruction. (L, R) 3. Teach pupils problem solving strategies, and create time to practice this with teacher guidance (M).
E valuate independent practice	<i>What are students able to do independently?</i> <i>How has the feedback you have provided helped to move learning forward?</i>	1. Prepare students for independent practice by explicitly teaching them how to plan, monitor and evaluate their learning. (M) 2. Set aside time for students to respond to high quality feedback that moves learning forward. 3. Develop pupils' reading, handwriting, spelling, and sentence construction skills through extensive independent practice. (R, L)

Teachers are expected to tweak and adapt department schemes of learning, lesson plans and resources considering the specific needs of their pupils. They must record accurate assessment data and provide regular formative feedback to pupils in line with the school's marking, feedback and assessment policy. If pupils are not on track, bespoke interventions should be deployed quickly to prevent any pupils falling behind.

2. Academic and Technical Literacy:

Mulberry School for Girls explicitly teaches pupils the academic and technical language required to excel in each subject discipline. Through explicitly teaching pupils how to craft their language and written communication, pupils can:

- a) deepen their understanding of academic and technical learning through the process of writing
- b) develop as confident, sophisticated and articulate communicators
- c) make exceptional progress

3. A love of number:

Instilling in every pupil a life-long love of number and the wonder of mathematics is an important part of a Mulberry pupils' learning experience; every pupil should have a solid and strong grounding in number which they can apply with confidence to a number of subject disciplines and real-life contexts.

4. Mulberry Learn (Virtual Learning Environment): Structured independent learning:

Mulberry School for Girls is committed to pupils becoming independent lifelong learners. In order to achieve this, alongside high-quality teaching and learning in the classroom, Mulberry School for Girls provides a rich and comprehensive online learning platform for pupils to access high-quality structured independent learning tasks; material to prepare for lessons and to extend their knowledge and understanding beyond the curriculum. Mulberry School for Girls has high expectations of what pupils of all ages can achieve outside of lesson time and Mulberry Learn, our Virtual Learning Environment (VLE), stretches and challenges all learners. Mulberry Learn also provides a forum for teachers to develop innovative evidence-based feedback for pupils and to provide a space for pupils to peer assess and learn from one another. Staff also have access to shared schemes of learning and resources which allows teachers to prepare more easily, cutting down on workload and providing a forum to share good practice.

5. Inclusion, Equality and Diversity:

Mulberry School for Girls has a fully inclusive ethos. As far as possible, pupils with severe and complex needs are accommodated in the mainstream with quality first teaching. Mulberry School for Girls actively promotes gender and race equality and celebrates diversity: a belief in the partnership of equals and an anti-racist strategy sits at the heart of the taught and extended curriculum for all pupils. Education at Mulberry School for Girls strengthens positive self-image and identity for all. Mulberry School for Girls' approach to lesson planning ensures that every child is supported on their learning journey; the self-evaluation activities of our school also quickly identify any pupils who require greater support and intervention. Mulberry School for Girls values the rich and diverse cultural heritage of our families; pupils are provided with many opportunities to develop as responsible community members and active global citizens. As a result, social, moral, spiritual and cultural education is the backbone of our learning ethos: pupils are constantly

challenged to be critical consumers of the information they receive and are encouraged to actively participate in local, national and global debates.

6. Learning and Teaching: Monitoring and Review:

The quality of teaching at Mulberry is monitored and evaluated as follows:

- Appraisal Process (two formal lesson observations a year)
- School Self Evaluation procedures each half term by middle and senior leaders: work scrutinies; pupil focus groups; learning walks; lesson drop-ins, data analysis (half termly)
- Outcomes: Attainment and progress
- Termly reports on the quality of teaching to Governors