

MULBERRY STEPNEY GREEN MATHS, COMPUTING & SCIENCE COLLEGE

TEACHING & LEARNING POLICY

Ratified on: June 2025

Ratified by: Full Governing Body

Date of next review: June 2026

Amendments	
June 2025	Changes on Page 2, 3, 4 and 5

Whole School Teaching and Learning Policy

Mulberry Stepney Green Maths, Computing and Science College Vision Statement

Our vision is for all individuals at Stepney Green Maths, Computing & Science College to be successful learners, who enjoy learning, make progress and achieve. Together we aspire to become creative, confident people who are able to live safe, healthy and fulfilling lives, thus ensuring we are all responsible citizens who make a positive contribution to society.

Policy links to School mission, aims and values

Each student will have opportunities to consider how they learn best and to develop as a learner. Teaching is inclusive; every student has an entitlement to achieve academically, socially, personally and intellectually to their full potential. All staff have a responsibility for developing the literacy and other cross-curricular skills of their students.

Statutory Framework

The framework for professional standards provides the background for teachers' performance management. Teachers' performance will be assessed against the Teachers' Standards as part of the performance management arrangements in school.

Purposes

This policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for high quality teaching and high-level leadership and management. This policy will apply to all staff (teaching and support) directly involved in teaching and learning.

Overview

When it comes to good teaching, we understand there are various approaches and strategies that work. We have articulated the best of these strategies, as indicated by evidence, and want teachers to actively engage with these. We want to ensure consistency of the quality of teaching across the school and the behaviours required to achieve this consistency. In doing this, we will ensure the best outcomes for all students.

Mulberry Stepney Green has a clear set of pedagogy, practice and principles.

A shared language: ASPIRE Principles of Great Teaching.

Mulberry Stepney Green has identified shared pedagogical principles which lead to high quality teaching, learning and progress:

ASPIRE	Strategies	Planning and Reflection
Assess	<ol style="list-style-type: none"> 1. Check understanding 2. Effective questioning 3. Progress over time 4. Mastery 	<ol style="list-style-type: none"> 1. Assessment is used to adapt teaching and embed knowledge fluently for ALL students. <ul style="list-style-type: none"> - Diagnostic assessment identifies specific learning gaps and misconceptions. 2. Questioning is targeted and frequent to check understanding and identify misconceptions accurately. On identifying any misconceptions teaching is adapted as necessary. 3. Progress over time is evident in lessons and work produced by students. 4. All students understand how to improve.
Scaffold	<ol style="list-style-type: none"> 1. Adaptive practice 	<ol style="list-style-type: none"> 1. Teaching is adapted to respond to the strengths and needs of all students. <ul style="list-style-type: none"> - Guided practice leads to independent practice. Independent work should be sufficient to allow students to apply what they have learnt. - Scaffolds are provided (visual, verbal and written) to allow all students to access the learning. - Scaffolds are removed at the right time to allow for independence.
Positive Environment	<ol style="list-style-type: none"> 1. Engagement & growth mindset 2. Behaviour for learning 	<ol style="list-style-type: none"> 1. All students are actively engaged in the lesson and curious in their learning. <ul style="list-style-type: none"> - Students ask questions and make cross-curricular links. - Student contributions move learning forward. - Students relish new challenges and meet these with resilience. 2. Routines & procedures are consistent. <ul style="list-style-type: none"> - Staff have high expectations which inspire, motivate and challenge all students. - Staff create an environment that allows students to focus on learning. - High expectations for behaviour and engagement are applied consistently and fairly.
Instruct & Model	<ol style="list-style-type: none"> 1. Clear communication 2. Metacognition 	<ol style="list-style-type: none"> 1. Teacher talk is clear, concise and inclusive. <ul style="list-style-type: none"> - Subject matter is presented clearly promoting appropriate discussion. - Instructions and explanations are clear and concise, and any misconceptions are clarified head on. 2. Students are aware of the thought processes behind learning. Questioning shows this. <ul style="list-style-type: none"> - Students are prepared for independent practice by explicitly teaching them how to plan, monitor and evaluate their learning.

Instruct & Model	3. Modelling	<p>3. New materials are presented using small steps (chunking), using expert examples (model answers).</p> <ul style="list-style-type: none"> - 'I do, we do, you do' approach is used. - High quality talk is modelled and purposeful dialogue between pupils is promoted through explicit vocabulary instruction. - Re-teach and pre-teach material, when necessary, e.g. pre-teaching vocabulary. - <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.
Retrieval	<p>1. Review/revise</p> <p>2. Recap/recap/sequencing</p>	<p>1. Staff know what knowledge and skills ALL students need to access new learning.</p> <ul style="list-style-type: none"> - Teaching is designed to help students recall the short and long-term content they have been taught and to integrate new knowledge into larger concepts. - Revision strategies are incorporated into the curriculum and pastoral systems. - All students are equipped to revise independently. <p>2. Students regularly review subject specific knowledge to improve retention and develop their language and vocabulary.</p>
Evaluate	<p>1. Reflective practice</p> <p>2. Variety of feedback</p>	<p>1. Staff reflect on what ALL students are now able to do independently and how they may teach this differently in the future.</p> <p>2. Marking and feedback is timely and specific (a two-week cycle as per marking policy).</p> <ul style="list-style-type: none"> - Feedback focusses on providing clear, direct feedback on misconceptions - Time is set aside for students to respond to high quality feedback that moves learning forward. - Staff evaluate how the feedback provided has helped move learning forward.

ASPIRE Principles of Great Student Learning.

ASPIRE	
Experiment	<ul style="list-style-type: none"> • We take advantage of new learning experiences • We learn from our mistakes
Reflect	<ul style="list-style-type: none"> • We act upon feedback • We redraft our work
Independent Learners	<ul style="list-style-type: none"> • We revise regularly • We use resources provided to learn independently
Positive Attitude	<ul style="list-style-type: none"> • We adopt a growth mindset • We arrive prepared for our lessons and we are focussed • We take part in group discussions and contribute in class.
Strive	<ul style="list-style-type: none"> • We are dedicated and always work hard • We have high standards and push ourselves
Achievement & awards	<ul style="list-style-type: none"> • We celebrate achievement and success • We feel valued

Other Expectations

- Students are actively encouraged to take responsibility for their exercise books or folders. They should be taken home to encourage independent learning and self-regulation
- Assignments (and other homework related activities) should be completed weekly.

Homework

- All homework must be written in student planners and set on MS Teams in accordance with the school policy.

Communication

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

- Staff meetings, training and INSET
- Staff Handbook
- Line management meetings
- Relevant sections of the school's website

Teaching and Learning: Monitoring and Review:

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

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

Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy relates to our working closely with Mulberry School Trust, East London Teaching School Hub and Initial Teacher Training providers e.g. University College London and the Institute of Education.

Links with other documents or policies:

- Marking & Feedback policy
- Faculty Work Sampling
- Sharing Best Practice
- Performance Management