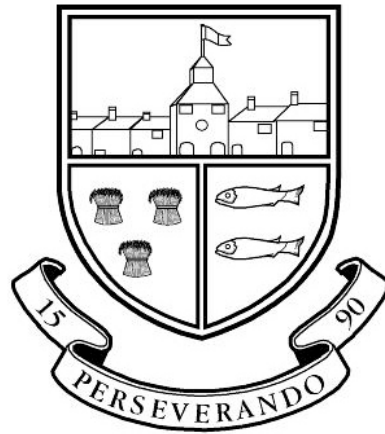




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## ***Conyers School Teaching & Learning Policy***

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***Date: September 2023***

***Policy Review Cycle: Annually***

**Review Assigned to:** Conyers Quality of Education Committee

For ratification at QE meeting Nov 23

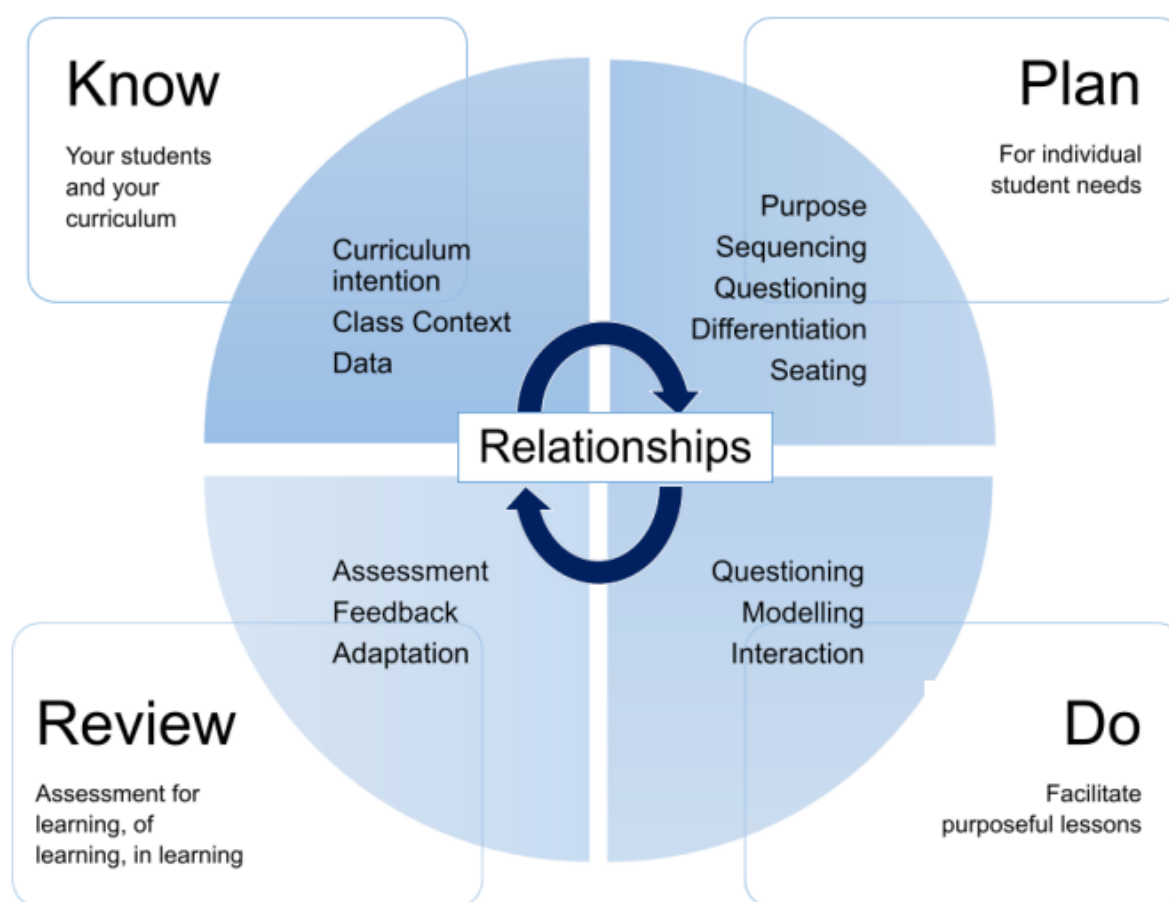
**Updated:** Sep 2023 **Origin:** Jade Hawthorne (Director of T&L)

### Introduction:

When planning lessons at Conyers, teachers are expected to use Conyers T&L principles (see below) and always take into account the individual needs of students.

### T&L Principles

When designing the learning in a lesson or across a series of lessons, the principles below provide a flexible framework for planning effective learning. In essence, the T&L principles embody the expectations for classroom learning.



### T&L at Conyers – what key principles guide effective teaching and learning?

- Lesson design should focus on achieving the desired learning outcomes: how far will students acquire knowledge or skills, develop ideas, or increase understanding?
- Lessons should display high levels of challenge from the start to ensure strong engagement and progress as a key priority.
- Learning objectives will be displayed, discussed and evaluated every lesson.
- Clarifying learning objectives should lead to careful consideration of a clearly structured lesson, usually incorporating the following elements:
- bellwork and starters which give inclusive opportunities to activate prior learning, contextualise the learning and reinforce concepts

- teacher input delivered in a variety of ways
- student activities planned to actively engage all learners
- Learning reviewed via planned plenaries which highlight progress against learning objectives
- Assessment FOR learning, OF learning and IN learning should inform future planning.
- IT, most notably iPads, should be used to enhance teacher input to lessons and support students' learning, both in the classroom and at home. iPad's for Learning should facilitate transformative T&L experience for our students.
- A range of strategies should be employed throughout lessons to meet the needs of individual students e.g. scaffolding tasks, differentiating communication and deploying specialist SEND support assistants.
- Student Passports / Individual Education Plans should be considered with regard to students on the SEND register and SEND support assistants should be consulted and included in planning wherever possible.
- Homework should be constructive and challenging, extending class learning, set using Arbor.
- Curriculum team meeting time should be used to support and develop approaches to effective teaching and learning.

**Things all teachers should consider:**

1. **Relationships:** students and staff will develop strong, positive working relationships supported by the positive behaviour policy – creating positive working relationships overarches everything we do here at Conyers, it is central to effective T&L.
2. **Expectations:** with consistent high expectations all our students can achieve more.
3. **Planning:** effective planning uses data strategically and comes out of an assessment of prior understanding. Planning needs to cater to all learners' needs
4. **Seating:** seating should enhance the learning experience of all students.
5. **Questioning:** this should be planned and should challenge all students.
6. **Differentiation:** should be considered at every point in a lesson -all students should be supported and stretched, their needs individually met.
7. **Pace:** should be appropriate to ensure effective learning - pace is not 'speed' – pace is variable and should be appropriate to the unique context of the class/learners.
8. **Feedback and assessment:** feedback will have an impact on attainment and follow departmental guidance.

**How it will be monitored:** lesson observation/learning walks, curriculum reviews (internal) link meetings, work scrutiny, Governors' Reports

**By Whom:** Team Leaders, Executive Team, Conyers LGB and QoE Committee

**Review Date:** November, Annually

**Review Assigned to:** Executive Team, Conyers LGB and QoE Committee