

MARINA INTERNATIONAL SCHOOL TEACHING AND LEARNING POLICY

This policy is based on framework of standards and accountability which include inspection and performance measures and of individual teachers being open to challenge and scrutiny, **where they are rewarded for success but accountable for failure.**

Preparation and Planning

The class room needs to be organised in advance – furniture layout, grouping of students.

- Planning needs to be properly structured.
- For each lesson there should be at least one or two learning objectives, which are made clear to the students.
- The students must know what they are trying to achieve.
- Students must know why they are trying to master the learning objective.
- All learning objectives must relate to the Department Schemes of Work.
- The lesson objectives must take into account the ability range of the students.
- **There must be differentiation.**
- Spare pens, pencils, rulers, erasers, sharpeners, felt tips, should be on hand for students to use.
- Comments should be written in their books?
- There should be a variety of tasks in the lesson.
- An element of choice is often welcomed by students.

Administration

- An up-to-date seating plan is advisable.
- The teacher should greet the students on entry.
- A register must be taken every lesson.
- Check absentees catch up missing work.
- Behaviour rules should be explicit and made clear to students at the beginning of the lesson and should be on display in the class room.
- Behaviour rules must be explained. Students must understand why they are necessary.
- Teachers should share in the supervision of the students as they leave their class and as they move along the corridor.
- Students should never be released before the end of the lesson

Challenge and Interest

- Lessons should be challenging and demanding of students.
- Students should be working hard.
- The work should be matched to the ability of the student.
- Lessons should have pace.
- Lessons should be delivered with:
 - Enthusiasm
 - Humour
 - In a positive, constructive, classroom atmosphere

- Interesting source materials
- Student's, must be moved out of their comfort zone with increased pace, challenge and expectations. Do not tolerate poor standards.

Behaviour Management

- All teachers are responsible for the management of student behaviour, both in the class room and around the School.
- Teachers should follow the School Policy on assertive discipline.
- Teachers should continually 'scan the class'.
- Teachers should move around the room, responding to students' needs.
- Teachers should not teach the while allotted time from the teacher's desk.
- Teachers must emphasise the positive, including praise for good behaviour, as well as good work.
- Junior School teachers must use the School system for praise and rewards.
- The ratio of rewards to disapproval/sanctions should be at least 3 (positives): 1 (negative).
- Reprimand and punish sparingly but consistently.
- Be firm rather than aggressive or confrontational, targeting the right students.
- **Teachers must criticise inappropriate behaviour – not the students.**
- **Teachers should praise publicly, reprimand privately.**
- Teachers must always be fair and consistent.
- Teachers must always avoid idle threats or sarcasm.
- Teachers should avoid whole class punishments, which students and parents see as unfair.
- **Students must never be humiliated as this breeds resentment.**
- Teachers should be aware in advance of a range of coping strategies for misconduct.
- Teachers should discuss Behaviour Management strategies with their colleagues.

Prior Attainment

- Teachers must have regard for prior attainment.
- Teachers must monitor student progress and plan lessons with prior attainment and current progress in mind.
- Reading ability must be taken into account when setting tasks.
- Pitch of lesson must reflect student ability.

Marking and Assessment

- Work should be marked and assessed regularly according to whole school marking policy.
- Assessment records must be maintained for every student in the class.
- Teachers should discuss progress with their students on a regular basis.
- This is checked on by parents and by Middle Management Team in line with the MIS marking policy

Homework

- Homework should be set regularly following the school's expectations.
- Students should write details in their books.
- Homework should be marked regularly following the school's Assessment Criteria.

Teaching Style

- Teachers should write key points on the board.
- Teachers must give 1:1 feedback.
- Teachers must be aware of their own behaviour. Reflect upon stance, tone of voice, communicating with students politely at all times, in all circumstances.
- Teachers must never shout or scream at students.
- Teachers must lead by example and set the standard for students to copy – for manners, courtesy, expectations.
- Avoid at all costs repetitive teaching, avoid lengthy monotone dictation.
- Students should not spend the entire lesson copying from text books.
- Teachers should adopt, where possible, the 3 part lesson plan
 - Starters
 - Main lesson
 - Plenary
 - Teachers should analyse and discuss their practice with colleagues. Review their lessons and reflect regularly on practice.

Relationships

- Teachers must get to know their students as individuals, as human beings. All have individual interests and needs.
- Teachers should get to know their students names by using their seating plan. Teachers should know their students potential by using their prior attainment records and their attainment progress record for their subject.
- Form Tutors should also be aware of their students' personalities, strengths and weaknesses, their interests and their friendship groups.
- Always praise students who try hard.

Parents

- Teachers must keep parents informed by writing comments in students' books, especially if progress is not being made.
- Parents have a valuable role to play in supporting their children's learning.

This policy will be reviewed and updated regularly.