



Teaching & Learning Policy 2024-2025

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

“Good teaching fosters good learning.”

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1. Aims

This policy aims to:

- Explain how we'll create an environment at More House School where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our School
- Promote high expectations and raise standards of achievement for all pupils in our School
- Involve pupils, parents/carers and the wider school community in pupils' learning and development
- Promote consistency across the School

2. Our guiding principles

More House School is a non-selective school which values personal growth and individual achievement. The School adopts a growth mindset approach to learning which is a fundamental belief that intelligence and abilities are not fixed but can be developed through effort, dedication, and perseverance. In our School, we strive to foster a culture where students embrace challenges, learn from mistakes, and view setbacks as opportunities for growth. The classroom is an environment of high challenge-low threat which is carefully cultivated by our teachers.

Students learn best at our School when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning in our School is a shared responsibility, and everyone in our community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school/trust will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

- Actively engage parents in their child's learning by ensuring that significant successes and areas of concern are communicated with parents through email or phone calls.
- Update parents on pupils' progress through parents' and tutor evenings and produce a termly written report on their child's progress
- Meet the expectations set out in the Assessment and Reporting policy, Tracking and Monitoring policy, Behaviour policy, Feedback policy, SEND and More Able policies and Curriculum policy.

3.2 Head of Department

Heads of Department at our School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure that the sequence of lessons is taught a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by conducting termly results analysis which tracks academic attainment against baseline data.
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject through their 3-year Department plans
- Encourage teachers to share ideas, resources and good practice within the Department

3.4 Director of Studies

The Director of Studies will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete homework activities as required

3.6 Parents and carers

Parents of pupils will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to homework by creating a suitable environment their child to learn in

4. Learning environment

When pupils are at school, learning will take place in rooms that are equipped with Google Chromecasts and whiteboards or interactive whiteboards. Allow teachers to cast wirelessly and be able to freely move around the classroom.

Tables and chairs will be provided for all students so that there is no overcrowding in classrooms and all participants are comfortable. These will be organised at the teacher's discretion but with thought about how they want learning to take place.

These spaces will be kept safe, clean and ready for pupils to use them.

It is the teachers' responsibility to maintain the classroom displays to be current and aesthetically pleasing. The Director of Admissions and Marketing and Deputy Head will do a weekly walk around to ensure standards are maintained.

5. Differentiation or adaptive teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are More Able

Detailed notes are maintained on iSAMS to support students with SEND including specific teaching strategies to support individual students. 70% of students in the school have SEND and teachers are expected to significantly adapt lessons so that they are accessible for all learners. See SEND policy for more details.

6. Monitoring

The Deputy Head and Director of Studies will conduct half-termly learning walks to monitor the quality of teaching and learning and ensure that this policy is being implemented. Details from these learning walks will be shared with the Leadership Team as well as the Governor responsible for teaching and learning.

The Director of Studies is the line manager for all HoDs and is responsible for their staff development and ensuring that their responsibilities to teaching and learning are being met.

Work scrutiny checks conducted by Heads of Department, Director of Studies and Deputy Head will evaluate the quality of the resources being used and ensuring that tasks are appropriately challenging and progress is being made by all students.