

## Myton teaching and learning principles

At Myton School we have a mission to prepare students for lifelong success. We believe that inclusive teaching and learning ensures all students are challenged to meet aspirational outcomes and our values underpin our curriculum intent. Our teaching and learning principles secure a consistent implementation of the curriculum whilst providing teachers with high levels of autonomy.

**Removing barriers** - Learning is planned & delivered to ensure all students make progress & provides an inclusive classroom for all. Teachers use formative & summative assessment regularly & rigorously which ensures planning addresses gaps in learning and misconceptions. Staff work alongside the SEND and Inclusion team to access interventions that support students to become self-assured learners. All staff know their students well using data (including destination data) and seating plans appropriately to inform their teaching. All staff meet SEND students' needs & Satchel One strategies are 'live' and up to date. Colleagues have a deep understanding of how we use the repair approach to build relationships and develop trust & self-esteem. Teachers routinely use the strategies which are informed by structured conversations with the SEND and Inclusion team, to deliver effective learning & collaborate with colleagues to develop consistency.

**Self-assured learners** - The curriculum is carefully planned & all staff understand curriculum endpoints including how to support students to get there. The curriculum is logically sequenced within & across subjects to ensure consistency delivering shared skills. It is set up to regularly re-visit & build upon key concepts. Students can articulate their learning over time because they engage with & value their learning maps across the curriculum. As a result, they understand how what they are learning links into the wider context of the lesson, topic, previous topics & year. Explanations are clear & tasks are well planned to ensure that pupils know more, remember more & can do more. Metacognitive strategies, including plan/monitor/evaluate are explicitly modelled to help students build their expertise. As a result, students have a deep understanding of how to learn & are self-regulated students who can reflect positively on mistakes. Students & staff value home learning - students know its purpose & have strategies to overcome barriers. It is personalised & integrated into the curriculum to enhance learning & it is completed to a high standard.

**Working together** - Assessment is accurate, appropriate & accessible due to rigorous and regular moderation. Formative assessment is constantly used & acted upon to reshape learning, ensuring lessons are pitched appropriately so that all students make progress. Questioning, targeted effectively, is used to check & help students' understanding. Staff deeply consider students' questions to inform teaching & learning. Summative and formative assessment is used to assess students' knowledge, skills & retention of key concepts. Where appropriate, it is used to reshape the curriculum. The curriculum & assessment at all key stages, is planned to provide opportunities for students to learn how to revise. Regular feedback, including marking, impacts on progress, improves SPAG & ensures students **know** their strengths & weaknesses, **how** to improve (including where to get help) & are given time to act upon feedback to **show** improvement. Regular feedback means all students' work is high quality.

**Communication skills** - Communication skills lie at the heart of effective teaching. There is a clear vision and approach to developing reading, writing, oracy and vocabulary across each subject. A culture of reading is valued, promoted and celebrated in curriculum and enrichment experiences. Students engage and reflect upon what they have read including texts which promote diversity and empathy. Because reading strategies, modelled with sentence starters, are embedded seamlessly across the curriculum students are confident and independent readers. Students can articulate their ideas in an academic and formal manner because vocabulary instruction is planned for and strategically mapped across the curriculum. Exploratory and formal talk are habitual. Students understand the importance of oracy and their writing reflects this. The process of writing is explicitly taught, as a result, students communicate with accuracy. Individual barriers are effectively planned for to enable and encourage the engagement of all students. Staff are aware of students' reading ages, know strategies to support student reading and plan their lessons to meet individual needs.

**Investing in staff** - All staff contribute to a culture of collaboration, research, coaching, mentoring & co-observation ensuring the school has a common approach to teaching & learning grounded in subject integrity. Colleagues consistently reflect upon & improve subject knowledge & subject delivery to ensure a deep understanding of the curriculum intent & its implementation. The school is at the forefront of curriculum design & creates a culture of effective & meaningful CPD. There is a culture of shared leadership & coaching, where teachers are encouraged to work together & provide opportunities to ensure the success of new initiatives for students. The school environment is a showcase for learning. This culture of excellence leads to outstanding educational experiences for students and progressive professional development for staff.