



The Maynard School, Exeter

Sep 2025

6.52 Teaching and Learning Policy

Independent Day School for Girls

At The Maynard our core purpose is to ensure a high-quality learning experience for all students. The purpose of this policy is to outline the school's expectations for classroom practice and the responsibilities of different staff contributing to an outstanding learning environment. Our 'Maynard Way' document outlines our pedagogic fundamentals that all teachers get support in crafting and reflecting on to support their teaching practice. Maynard Way practice ensures that teachers consider their expectations, explanations, modelling, practice, checking, questioning, and feedback – in order to provide excellent research backed lessons.

In general, we believe learning will most effectively take place when:

- The environment is safe, stable and purposeful
- Students understand the purpose of learning
- Students understand the ways in which learning takes place
- Success criteria is explicit and scaffolding and model examples are provided
- Learning is active, collaborative and engaging
- Student questioning, reflection and discussion are encouraged
- Independent learning is facilitated and encouraged
- Students know what they need to do to improve and are able to set appropriate targets

However, we do not believe that every lesson should follow the same format (e.g., that all lessons must be three-part lessons) and respect the creativity of individual teachers to deliver lessons in a range of ways.

Teachers

a. Planning, preparation and delivery of lessons

Teachers should adhere to the DfE Teachers standards, plan lessons carefully and ensure high quality teaching:

- which enable all students to progress in their learning
- which have clear learning outcomes
- which are differentiated for individual pupils, especially those on the SEND register
- which provide pace and challenge for all pupils
- which use a range of strategies to engage all students and does not discriminate against any pupils
- which are informed by a clear understanding of the requirements of external bodies such as examination boards
- which are informed by a clear understanding of students' prior attainment using data tracking and SEND registers/IEPs/teacher strategy sheets as appropriate
- which allow students to work in a variety of ways including independent and collaborative working
- which use the research led 'Maynard Way' Guidance provided for the relevant years
- which use dynamic assessment and questioning effectively to ensure that all students make progress

- which use positive behaviour management including praise and rewards according to school's policy
- be followed by targeted and correctly set homework
- follow the agreed department schemes of learning
- which interact with other curricular areas including aspects of the PSHE curriculum
- using current pedagogy backed up by good research
- plan lessons that do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

The following are core expectations in lessons:

- Registers must be taken in the first 5 minutes of the lesson and recorded
- Seating plans may be used to support certain pupils
- Interventions should be used for those with SEND or EAL needs
- Student work should be kept organised tidy and be easy to revise from
- Accurate data must be entered onto the tracking spreadsheets
- Each class should have a record containing academic data and tracking, interventions, SEND/EAL needs, attendance and any specific issues
- Teachers should proactively welcome visitors and give some context to the lesson (when appropriate)

b. Marking and assessment

Teachers are responsible for the progress of pupils and shall:

- assess students' work regularly in line with school's policy
- add written feedback comments to guide the students how to improve
- enter academic data accurately onto the school system
- provide opportunities for students to respond to the feedback they have been given
- use analysis of assessment to inform their teaching and support students' progress
- use data to ensure that students are working to their full potential and to target intervention in lessons where there is a progress gap
- write accurate and personalised reports on each pupil
- inform parents and appropriate staff within the school of any concerns regarding a student's progress

c. Learning support

Teachers should:

- Support SEND provision by their own high-quality teaching in the classroom
- be aware of the specific learning needs of their students
- refer to SEND registers or IEPs to ensure that strategies are in place for specific students
- work with the SENCo to ensure that students are best supported in their learning
- implement exam access arrangements where appropriate

- Use 'The Maynard Way' teachers CPD guide and research backed pedagogical techniques within the curriculum teaching

d. CPD

Teachers should:

- regularly update their subject knowledge and teaching practice in line with current developments by reading, research and peer support
- discuss teaching and learning at departmental level as well as at whole staff Teaching and Learning meets in order to share best practice
- Be willing to accept other teachers into lessons to improve their practice
- Get fully involved in the Peer Observation Weeks (POW)
- Be encouraged to contribute to INSET and T&L meets

e. Contact with parents / carers

Teachers should:

- Contact home if there are concerns about a student's progress in lessons
- Contact home to praise students for effort and/or progress
- Give epraises (greens) for good work and effort
- Offer high quality information to parents during parents' evenings regarding academic performance as well as attitude in lessons and SEND interventions
- Complete progress and target grades precisely so parents have an accurate picture of their child's projections

1. HODs

HoDs are responsible for the effective teaching of their subjects, evaluation of the quality of teaching and monitoring students' progress.

This is achieved by each HOD:

- championing teaching and learning in their subject area
- evaluating the teaching and learning in their subject
- ensuring curriculum coverage, continuity and progress for all students
- ensuring that department procedures for assessing, recording and reporting on students' progress are implemented accurately, consistently and in line with school policy
- ensure that the departments procedures for marking and feedback and in line with school policies
- analysing and interpreting data on student performance against school expectations and other Independent School and National comparative data
- monitoring the standard of students' work by conducting regular work scrutiny in their subject area
- monitoring the quality of teaching and learning by completing regular learning walks within the department as well as formal observations

- Planning strategic actions to address identified areas for development to ensure impact on teaching and learning

2. Form tutors/Class teachers

Form tutors and class teachers are responsible for contributing to and monitoring the academic progress as well as the well-being of individuals in their tutor group and providing advice and support to those students both socially and academically.

This is achieved by tutors:

- Monitoring the academic progress of individual students on iSAMS on a regular basis
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Reinforcing the Learn-to-Learn techniques covered in PSHE
- Monitoring behaviour, homework, rewards and sanctions, uniform and attendance
- Championing safeguarding to underpin effective learning

3. Heads of Key Stage

Heads of year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress of the year group and leading progress meetings to identify areas of underachievement needing intervention
- Closely monitoring agreed interventions for pupils who are underachieving
- maintaining an overview of the experience of students in their year group e.g., monitoring greens, reds and detentions
- Considering personalised academic timetables for pupils where appropriate in conjunction with the Director of Studies and Head
- setting clear expectations for the use of tutor time
- monitoring the work of tutors to ensure that tutorials are used effectively to support teaching and learning
- monitoring attitudes to learning e.g., through attendance and homework

4. Senior Leadership Team

SLT are responsible for the overall quality of teaching and learning across the school.

This is achieved by line managing specific departments looking at:

- Strategic planning of teaching and learning priorities in conjunction with HODs
- Supporting individual departments to achieve high quality teaching and learning
- Providing challenge for HODs through regular line management meetings
- Monitoring the progress of the Departmental Profiles

- Ensuring that the School Development Plan places a high priority on teaching and learning and that structures are put in place to support these priorities
- Monitoring the quality of teaching and learning across the school through activities such as learning walks, formal lesson observations, work scrutinies and department profiles and appraisals.
- Providing information about students' progress for teachers in an easily accessible and timely manner
- Ensuring adequate support for CPD is available across the school and identifying areas for training and development

5. Students

Central to our ethos is ensuring that students take responsibility for their own learning and a belief that high expectation of students results in high levels of achievement. Students are therefore expected to:

- have high levels of attendance and punctuality
- come to lessons prepared to learn
- ensure that their attitude and behaviour is appropriate to support learning
- record and complete all homework to the best of their ability
- keep their notes and work organised and well presented
- act on feedback from teachers about how to progress further in their learning
- make use of the extra support clinics offered by teachers, SENCo and EAL teacher

6. Parents

We recognise that parents play an important role in supporting their children's learning and that the communication between parents, students and college is vital for the success of the individual student. The school undertakes to:

- communicate regularly with parents about their daughter's progress
- alert parents promptly to any concerns about their daughter
- respond promptly to parental concerns

We expect that parents will:

- support the school in ensuring that their daughter is working appropriately both at school and at home
- engage positively with the school to resolve any difficulties regarding their child
- attend parents' evenings

This policy should be read in conjunction with the following policies and procedures:

- Behaviour Policy
- Feedback and Marking Policy

- Homework Policy

Reviewed annually by: ML	SEP 2024
Date for Review:	September 2025

Authorised by Governor	
Signed	
Dated	