



Teaching and Learning Montgomery High School

RESPECT, RESILIENCE and PRIDE

General Statement of Aims

Mutual **respect** is a high priority at Montgomery. Staff and students build relationships which are based on honesty and trust, enabling relationships to form which last a life time.

Teachers have high expectations of learners. Staff plan engaging lessons which build on students' prior knowledge and are structured to enable progress at all levels. Interleaving and examination **resilience** are strategically planned for and regular 'Silent Time' and extended writing is built into lessons to enable independent learning and reflection.

PRIDE is a recurring theme at Montgomery. Students are expected to present their work to the best of their ability, produce high quality work and ensure their books are 'revision ready'. Staff are expected to promote and role model PRIDE in all lessons, guiding students to achieve excellence in all they do.

The Learning Environment

The teacher is responsible for establishing an environment in which learning can flourish. Rooms should be orderly and tidy. Teachers should have regard for the needs of all their students, including the completion of a SEND classroom climate audit to ensure the space is 'fit for learning'. Displays are regularly updated and are of the highest quality which reflect the high standards of the teacher. All students have the right to learn in a safe, secure and stimulating environment.

Start/end of Lessons

Lessons commence in a formal manner either with students standing behind chairs or entering the room to complete a silent starter. Lessons conclude with students behind their desks (as appropriate), leaving the classroom tidy before being dismissed in an orderly fashion.

Teaching and Learning

At Montgomery we provide lessons which cater for the differing needs of our learners. We provide a climate for learning which is conducive to progress and achievement in an academic environment where students and staff can flourish.

Staff promote learning through a variety of means, including the use of visualisers and/or mini whiteboards. Regular 'Silent Time' is strategically planned for to build academic resilience and independent work. Extended writing opportunities are provided for students so they have time to plan, write and reflect on their work. These opportunities will, in the first instance, allow students to use a variety of resources to inform their writing until they have the confidence to produce responses independently. Staff ensure that their expectations are clearly communicated to students and model WAGOLs as appropriate, ensuring students are aware of the standard required. Clear success criteria and models of best practice will be provided for students to form part of their 'revision ready' books.

Students' work is marked in accordance with Montgomery Marking and Assessment Principles, which have been produced in consultation with staff. Literacy is addressed through 'Do Blue' where subject specific inaccuracies/SPaG are highlighted for students to address. Areas requiring progress and/or individual targets for achievement are provided through Next Steps and/or Advice which is provided by the teacher. Students are provided with time in lessons to 'action' and respond to these areas using green pen.

Homework is provided in line with agreed Curriculum Area schedules.