



Kingdown School

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TEACHING & LEARNING POLICY

Adopted by Governing Body
Last amended: May 2020
For review: Annually

Rationale

High quality teaching and learning for all students is the main focus of Kingdown Community School. The staff and students share the same values, beliefs and principles.

We recognise that there is no one formula for excellent teaching and teachers are encouraged to adopt the necessary strategies to ensure sustained progress for all. There are, of course, a set of good practice principles revisited and reinforced through school improvement planning, training, quality assurance and review. These principles are evidence based and kept up to date by research and sharing good practice beyond the school alone.

Subject autonomy is encouraged to ensure best practice in each area; however, all subject teams contribute to the whole school principles for teaching and learning, such as feedback guidelines and homework setting.

Teaching and Learning Overview

- Reflecting the school vision and context for curriculum, there are long, medium and short term plans in place for every subject area. The schemes of work show continuity and progression of learning. Teaching staff plan their lessons in line with these schemes and aims.
- Learning objectives and aims and expected outcomes for lessons and across units must be shared and reviewed with students.
- The 'big picture' should be shared to put the learning into context for students.
- New topics begin with an overview, setting out the key content and learning objectives for what is to follow.
- Key 'Tier 2 and Tier 3' vocabulary is planned into units of work and taught explicitly to students.
- Reviewing and recapping knowledge from the current and previous units is standard practice across the subject teams. This takes the form of low stakes quizzing, quick tests, starters etc.
- Teaching encourages high engagement and student participation at all times and questioning is varied, differentiated and challenging as appropriate. There should be a range of strategies with reference to students answering questions including 'no hands up'.
- The teacher pauses to systematically check for misconceptions before moving on with topics at regular/appropriate intervals, involving the students in the process. This is part of a wider Assessment for Learning toolkits developed in teams through planning and training.
- The teacher regularly checks progress through Assessment for Learning strategies as above, and including marking and feedback.
- A suitable plenary which assesses and checks the learning may be conducted.
- Homework is linked to the scheme of work and is set as appropriate according to departmental and school policy.
- Close attention is paid to the needs of SEND and also disadvantaged students to ensure appropriate and reasonable adjustments are made by subject teams and individual teachers in their classroom practice.

Learning Environment

- The teacher creates and sustains a positive and supportive climate in the classroom, supported by strong behaviour management and support (see behaviour and rewards

policies). The school behaviour policy is adhered to in order to ensure good classroom management.

- All teachers have a repertoire of teaching techniques and use a variety within their lessons: from exposition to explanation; practical activities and investigations of questions; discussion and problem solving: individual, group and whole class teaching.
- A range of resources are used appropriate to the students' age and needs. ICT rooms, reference materials and the library are all available to support learning.
- In all lessons, there are high expectations and appropriate challenges for students of different abilities. Students are grouped according to how they will learn best in a particular subject.
- Staff create and maintain stimulating learning environments. Classrooms are well organised and the displays in the classroom are there to support and celebrate learning and are changed as appropriate.

Student Learning

- It is important that we teach students how to learn so that they become independent learners and develop skills for life-long learning.
- Learning involves understanding and gaining new knowledge, mapping it onto relevant existing knowledge ('schema') and making sense of and applying this information. Teachers are encouraged to 'teach to the top' - working at a level just beyond current understanding to ensure students are stimulated and challenged.
- An approach similar to Rosenshine's Principles is encouraged across teams – students are supported heavily with new material and skills, with modelling and the sharing of exemplars, then scaffolded to practice and learn this. Once a high success rate is achieved, students are then given the opportunity to show their progress independently.
- There should be clear strategies for differentiation and challenge within subject teams in line with whole school training and guidance.
- Every effort should be made to incorporate literacy and numeracy into the planning of tasks (see Literacy Policy).
- Students should develop effective learning and study skills through explicit instruction e.g. revision techniques, recording, research, summarising and presenting.
- Teachers share learning goals, and, because students understand what is expected, they are able to set their own realistic targets for achievement.

Evaluation of Teaching and Learning

- All staff can expect observations and both verbal and written formative feedback during the course of an academic year. These may be conducted by their Curriculum Leader, appraisal line manager, SLT and any other peer observations.
- Regular reviews of teaching and learning are scheduled into the school year and focus in the set teaching and learning priorities. SLT and Curriculum Leaders (and TLR holders where appropriate) monitor the quality through these reviews and adjust school plans and training accordingly. Student voice is usually part of each review, as is work scanning of books. The emphasis is on development and student progress throughout each review.
- Subject teams regularly review teaching and learning through professional dialogue in meetings and CPD sessions.