THE KINGSLEY SCHOOL

Teaching and Learning Policy
Preparatory and Senior School

The effectiveness of this policy is monitored by the Assistant Head Academic and the Head of Prep.

It is reviewed every two years.

Reviewed: September 2019
Next review: September 2021

TEACHING and LEARNING POLICY

This policy applies to all pupils at The Kingsley School, including those in EYFS.

This policy has been created in discussion with staff. It is part of a process that has involved the creation of Kingsley's **CRITERIA FOR OUTSTANDING TEACHING and LEARNING** and a list of suggestions for the encouragement of Independent Learning (both of which can be found in the Kingsley Teachers' Planner). It is based on our current learning and understanding of recent research. It is part of our commitment to assimilate the appropriate aspects of current educational research into the development of our classroom practice.

Since knowledge about effective teaching and the promotion of good learning are areas of significant study, refinement and development, this policy does not provide an exclusive manual of what should be done but rather expresses the general principles that should inform our teaching and encourage effective learning in the school.

Members of the teaching team are expected to refer to it frequently and use it to help evaluate and improve practice to ensure the best provision for our students.

TEACHING AND LEARNING

AIMS and OBJECTIVES
Students can be encouraged or discouraged, enabled or disabled from learning by the management and atmosphere of the learning environment. **ALL** members of staff are responsible for creating the best possible conditions for effective teaching and learning.

The appropriate conditions for learning are where there is:

1. A climate within the school and classroom that is:
   - well-managed with high expectations of pupils
   - characterised by mutual respect
   - committed to building self-esteem
   - confidence enhancing
   - engaging and challenging
   - celebrates success
   - promotes intellectual curiosity
   - acknowledges that mistakes are valuable as learning opportunities.

2. Attention to different learning styles of students, irrespective of their ability. We are aware that there are various ways of describing these but we accept the importance of the recognition and understanding of these differences. We understand that students who are helped to understand and use their own learning style become more confident and learn more effectively but we will be aware that students need to learn to adapt to, and cope with, alternative strategies.

3. Effective assessment, using assessment for learning strategies, with prompt and meaningful feedback (see Feedback and Assessment policy).

4. Monitoring, evaluation and review of the attitudes and achievements of individual students through formal target setting based on their full reports and via less formal discussion as part of our commitment to assessment for learning.

5. An effective link with parents to encourage high but realistic aspirations for their children. As part of this we:
- hold a Parents' Information Evening for all year groups on an annual basis to provide information on curricular and pastoral issues that will both explain to parents how we provide an effective learning environment and help them support their child at home
- encourage parents to use their child's Student Planner to communicate with school on issues of concern to do with homework and follow the homework being set on ClassCharts
- encourage parents to use email or the phone to contact the relevant Head of Year or Head of Department with any concern and who should respond within 48 hours
- members of staff should be proactive in contacting a parent with any issues of particular concern about a student's progress
- provide either a Parents' Evening or a full report each term, in addition to interim reports or mock exam feedback (depending on year group)

OUTSTANDING TEACHING

In current pedagogical research some of the key points in the creation of an outstanding learning environment are:
- That the teacher should be able to call on a high level of **subject knowledge**
- That **assessment for learning** is at the heart of the teacher's planning
- That the teacher can draw understanding out of students through skilful **questioning and active learning**
- That work should be pitched and **differentiated** at an achievable and appropriately challenging level for all students who are aiming for their personal best
- That the resources are **well organised** and are an aid to rapid learning
- That the tasks should **enthuse** students so that if they encounter a problem they are resilient and keen to succeed and go further
- That students should be given all possible opportunities and encouragement to learn **independently and be resourceful learners**
- That the work should include opportunities to **develop the students' skills** in reading, writing, mathematics and ICT
- That the lessons should extend the students' skills in **research and resourcefulness**
- That the lessons should create opportunities for working in pairs and in groups for **reciprocal learning**
- That **challenging homework** is set to consolidate understanding and or take the student further in the exploration of their ideas
- That feedback provides clear ideas about what is good but what can be done to improve even further

There is considerable overlap between policies and documentation which aim to ensure good teaching and those that promote effective learning. This policy separates them in order to distinguish between teaching, which is directly under the control of the teacher and learning, which the school promotes but which is done by the students.

Teaching staff should use the most suitable pedagogical strategies to create the very best environment for effective learning.

EFFECTIVE LEARNING

The purpose of this policy with regard to pupil learning is to ensure that student learning is systematically supported, guided and encouraged to enable them to:
- Become effective learners and develop good learning habits

- Understand how they learn and their personal learning styles and preferences
- Be able to deploy a range of suitable study techniques that best fit their learning styles
- Take responsibility for their own learning, be willing to take risks, consider how to learn from failure
- Adhere to the principles of the Kingsley IDEALS

RESPONSIBILITIES

Governors

It is the responsibility of the Governing Body to monitor this policy and to ensure that it is regularly reviewed. In particular, the Governing Body will monitor the outcomes of the policy in terms of results and added value in examinations and the numbers of students continuing to pursue their education.

Head and Senior Leadership Team (SLT)

The responsibilities of the Head and the Senior Leadership Team are to set the objectives for teaching; to ensure that a system is in place to support and improve teaching and learning and to inspire teachers to continuously improve teaching.

They will:
- ensure that teaching can take place in an ordered environment
- ensure that team leaders are fulfilling their role in improving teaching and leading their teams in that improvement
- ensure that a system is in place to develop teachers' skills, knowledge and understanding of teaching, through external courses or otherwise
- ensure that the organisation of the school day and year support best teaching
- ensure that other school policies and systems support this policy (for example homework and pastoral policies)
- monitor the effectiveness of teaching and intervene where teaching falls below the standard expected
- monitor achievement across the school, by subject and by groups of students
- ensure that all staff are appropriately trained, and are fit and competent to teach the programmes of study that they are directed to participate in
- implement arrangements for the regular monitoring and review of the policy and strategies

Subject Leaders

The responsibility of subject leaders is to lead and inspire their team to reflect upon and develop their teaching; to ensure that the schemes of work and approaches to teaching within the subject promote good learning and to be responsible for the quality of teaching in the subject.

They will:
- ensure schemes of work are in place and are regularly updated with recommendations for teaching approaches that reflect best practice nationally;
- organise the development of teaching materials, resources and the deployment of staff to best effect where timetable constraints permit
- ensure that support staff are able to play a full part in ensuring the highest quality teaching of the subject
- monitor and evaluate teaching and assessment in the subject through department moderation and with regular work scrutinies

- monitor students' results against predicted performance and bring it to the attention of other staff, particularly the pastoral team responsible for the student
- intervene where teaching falls below the standard required
- monitor the effectiveness of the subject offering as part of the Minerva programme
- ensure that good practice is spread between teachers of the subject
- promote the development of teachers in the subject
- ensure their department has a dialogue about best practice
- be a leader in their subject by encouraging colleagues to promote the subject and inspire students with an interest in it
- devise materials to support students in meeting coursework and examination requirements

Classroom Teachers

The responsibility of classroom teachers is to continuously reflect upon their knowledge, skills and understanding of teaching and to apply new pedagogical information consistently and conscientiously.

They will:
- promote positive attitudes to learning with parents and students
- promote whole school approaches that encourage enthusiasm for learning and continuous improvement among students
- update regularly their subject knowledge;
- update regularly their knowledge of examination requirements;
- update their knowledge of pedagogy, for example the understanding of children's learning and the appropriate way of teaching to make the most of this knowledge;
- update their personal mastery of the technology available to support teaching;
- create the appropriate climate for learning within their classroom;
- assess the abilities, aptitudes, learning styles and personality of the students in each group and organise and plan lessons appropriately;
- share with colleagues within and outside the subject ideas on how to improve teaching
- liaise with support staff and cover teachers to ensure continuity of work for their classes and progress by students requiring additional support
- inspire students' interest in the subject by promoting it in every way
- encourage a culture of intellectual risk-taking
- demonstrate high aspirations for students and make high demands of them in a safe environment where they can take academic risks
- plan lessons that are accessible and appealing to all members of the class with appropriate levels of differentiation
- encourage students by celebrating and rewarding their successes
- devise materials to support students in meeting coursework and examination requirements
- create enrichment and extension opportunities under the Minerva programme

Supply Staff and those on long term cover

Supply staff and cover staff are responsible for ensuring that there is continuity in the absence of the usual class teacher and for the effective delivery of the work planned.

They will:

- ensure they are aware of the class' prior learning and how the work set fits into the overall programme of work for the class
- ensure that they liaise with the class teacher or the subject leader
- ensure that the environment in the classroom is appropriate to learning
- ensure that, where applicable, homework is set and work taken in and handed over to the subject leader or class teacher
- ensure that work is assessed and feedback given in accordance with the policy laid down for the subject, where appropriate and with prior agreement

Pastoral Staff

The responsibility of pastoral staff in regard to teaching and learning is to liaise with appropriate academic lead staff to monitor the progress of students for whom they are responsible. This in turn will require liaison with staff and parents surrounding student progress.

They will:
- monitor students' results across all subjects to see whether there are any anomalies and bring to the attention of other staff
- monitor students' results against predicted performance and bring under-or over-performance to the attention of other staff
- work with students and their parents to ensure that subject choices are made that will maximise student achievement; and
- share in devising a study-skills programme that will enable students to plan and schedule work effectively and in particular prepare for examinations and coursework.

SCHEMES OF WORK

Good teaching starts with good schemes of work. Subject leaders will ensure that schemes of work:
- take full account of any current government curriculum initiatives but are not limited by them
- specify content and methodology in accordance with best national practice
- describe the resources needed and available for each topic
- describe the appropriate approaches to topics
- give guidance on lesson content where appropriate
- specify approaches to assessment
- specify differentiation opportunities such as SEN support and Minerva opportunities
- identify opportunities for the teaching of Fundamental British Values and PSHE

LESSON PLANNING

The precise approach to lesson planning will vary from subject to subject and it is impractical to lay down precise rules that will cover every possibility. However, it is expected that lessons will include planning that will cover:
- ensuring that there are varying opportunities for learning for example interactive work; work with ICT; group work; individual study and homework
- identifying work that is suitable for the students' age, abilities, learning styles and personality types. This is not only a matter of making adjustments for students with individual learning needs but also covers

students with no individual learning needs but whose style of learning differs from that of others in the group or that of the teacher; and

- arrangements for assessment of learning, formal or informal that can lead into effective feedback to students and shape the teacher's planning for ensuing lessons in accordance with the school's assessment policy.

IMPLICATIONS for CPD

The classroom should be the focus and the primary site for improving teaching and learning. CPD will involve both enquiry into and reflection on classroom practice, and provide opportunities to learn from good practice.

Professional development needs should be identified at three levels:
- whole school
- departmental level
- personal need and professional development

Needs should be identified through whole school review and the appraisal process.

CPD should draw in as many people as possible to build expertise across the school, enable individuals to both contribute and lead, and so make the success of whole school initiatives more assured. Professional development arising out of school and departmental priorities places individual development in the context of whole-school improvement.

Teachers should seek regular opportunities for collaborative working (for example, joint planning, team teaching, observation and feedback). It may be necessary to go beyond the department or school to find suitable colleagues to work with.

LINKS to OTHER SCHOOL POLICIES

This policy is to be read in conjunction with other relevant policies such as Feedback and Assessment, Gifted and Talented, SEND, Behaviour and the sections on Criteria for Outstanding Teaching and Learning and Independent Learning in the staff shared area.