

CIRENCESTER KINGSHILL SCHOOL

TEACHING AND LEARNING POLICY

Cirencester Kingshill School's motto is "Striving for Excellence" and by setting high expectations of both staff and pupils we achieve excellent results. This is fundamentally down to our outstanding teaching and learning across the school.

The purpose of this policy is to outline how we work and organise ourselves to facilitate the high levels of achievement.

OUR WHOLE SCHOOL APPROACH: CONSISTENCY AND HIGH EXPECTATIONS

Our success is directly related to the quality of our teaching, and the effective learning that takes place because of it, in our classrooms.

We expect all teachers to provide the highest quality teaching for our pupils and to have consistently high expectations of all pupils in all areas of their learning and school life.

Heads of Faculty monitor and lead the quality of the teaching and learning within their faculty and offer support if it is needed.

Senior Leadership Team is responsible for monitoring the quality across the school and identifying where development is needed.

Governors have a statutory duty to monitor that the processes are in place and that the school is addressing pupils' needs.

Pupils are responsible for ensuring that they respond appropriately and to the best of their ability at all times. They should come to lessons equipped and ready to learn and be prepared to help each other to learn.

Staff and pupils alike are also expected to follow our school ethos that fundamentally supports outstanding teaching and learning:-

"As a school community, we all 'strive for excellence'. We do this by challenging ourselves to be the best we can, to be supportive of others in doing so and by being tolerant of everything that makes us all unique."

THE PURPOSE OF OUR TEACHING AND LEARNING: PUPIL PROGRESS

We teach for progress. This means that we work to ensure all pupils are improving skills, knowledge and understanding across all lessons and activities. We recognise the need for consolidation and practice, but we are vigilant in our avoidance of tasks that involve low level challenge.

There are six core elements to our teaching and learning provision:

1. SUBJECT KNOWLEDGE

We believe that children learn best when teachers are well informed, knowledgeable and confident about what they are teaching. Our curriculum planning; our use of heads of faculty; our CPD programme and carefully planned staffing across the full school timetable ensure that learning is led by staff with excellent subject knowledge.

2. PLANNING

Our planning is based on a systematic and accurate assessment of our pupils' prior learning. We also recognise that high quality teaching needs:

- Careful planning using different teaching styles
- Clear learning objectives and learning outcomes for each lesson
- Pace and challenge for all pupils
- Assessment for learning to inform subsequent planning
- Careful monitoring of progress and clear target setting for improvement
- Effective partnership with Teaching Assistants
- Relevant homework set to extend learning
- Regular evaluation and reflection of lessons

Effective learning takes place when pupils know how to make progress, know what they are achieving, know how to learn using thinking and questioning skills and are able to work collaboratively without direct supervision. Independent learning is a key skill that is a focus in a pupils' life at Kingshill.

There is no rigid format for lessons as it is recognised that how a lesson is planned will depend on the subject, context and the desired learning outcomes. Staff are given guidance in the staff handbook on planning lessons and it is attached as an Appendix to this policy.

3. INTERVENTION

We plan interventions including academic tutoring, mentoring and selective group work that will support pupils and will move them on in their learning. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning. The teacher is expected to have clearly identified pupils needing extra support for special needs or for intervention and should differentiate accordingly within their lesson planning. Teachers should work in partnership with Learning Support and Teaching Assistants where they are regularly in the lessons, planning together as appropriate, and directing the support to have maximum impact on the learning of pupils. Similarly teachers are expected to plan for any High Achievers/Gifted and Talented pupils within their lessons to ensure they are suitably challenged.

We also plan interventions to support teachers through classroom observations and work sampling, to evaluate the effectiveness and quality of teaching and learning at Kingshill. Lesson observations also review the performance of the school through whole school self evaluation. They are used to support continued professional development, departmental review and individual performance management for staff. Every teacher will be observed each year as part of the school's Performance Management process and many teachers will be observed on further occasions as part of the school's Teaching and Learning Monitoring process that continues throughout the academic year. Marking and work sampling for all

year groups also contributes to evaluating the effectiveness of teaching and learning. Issues arising from either observations or work scrutiny are picked up by the Heads of Faculty and their line managers to support improvement.

4. HOMEWORK

Homework is an integral part of the school curriculum and we recognise the importance of pupils' learning at home. We believe it encourages pupils to develop the skills, confidence and motivation needed to study effectively on their own. This is vital, given the importance for pupils in the future of lifelong learning and adaptability. Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school. We evaluate the effectiveness of our homework regularly with Heads of Faculty by looking at the impact it is having on pupils' learning.

5. ASSESSMENT TO PROMOTE LEARNING

As mentioned in the planning section of this policy, teachers use a range of techniques to systematically check our pupils' understanding throughout each stage of a lesson. Teachers anticipate the most likely areas for misunderstanding and they prepare planned interventions and support to address these. Staff are also encouraged to be adaptable so that they can respond to spontaneous and unexpected misconceptions as they arise; lessons would be adapted to accommodate such situations.

6. MARKING AND FEEDBACK

All faculties use the school marking policy as the benchmark and then adapt their own systems to ensure that feedback is timely, effective and informative. Personal targets and feedback are given to pupils to allow them to understand how to improve and to ensure they know what they need to do to get to the next level or grade. Verbal feedback is given to individuals and groups of pupils throughout lessons and our feedback is constructive. Staff are encouraged to also plan regular routines for pupils to respond to marking.

OUTCOMES: BASIC SKILLS, CLASSROOM CLIMATE, PUPIL ATTITUDES

We recognise the need to ensure the core basic skills are delivered through all lessons. We have organised our teaching schemes to ensure reading, written communication and mathematics are included in our whole curriculum to allow pupils to apply and consolidate the skills. Our expectations of their cross curricular work are as high as those we hold in subject specific lessons and we encourage cross curricular collaboration whenever possible.

The environment and climate in a classroom will directly influence the learning that takes place. Teachers are encouraged to develop good relationships with pupils and other staff who support them, expecting high levels of commitment to their learning. Staff are also encouraged to make sure displays and resources around their classrooms complement the learning environment.

We are developing the aptitudes of resilience, confidence and independence and ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes.

ADAPTATIONS DUE TO COVID-19

Whilst operating under the restrictions associated with the COVID-19 pandemic there are adaptations to this policy:

- i. Temporary reduction in school – wide self-evaluation in order to provide additional time for teachers in recognition of the increased workload associated with setting and monitoring work of pupils who are having to work from home and in resourcing and maintaining the ‘shadow curriculum’ on the school website.
- ii. All Faculties are responsible for the maintenance of a ‘shadow curriculum’ on the school website that provides work for pupils who are having to be absent from school for short periods.
- iii. Should large groups of pupils be required to undertake home learning the school’s Home Learning Guide (as published on the website) details how the remote learning offer will be delivered by staff.

This policy should be read alongside other policies of the school, particularly

- Child Protection Policy
- Curriculum Policy
- School Discipline and Pupil Behaviour Policy
- E-Safety Policy
- High Achievers/Gifted and Talented Pupils Policy
- Special Educational Needs and Disabilities Policy
- Assessment and Reporting Policy
- Homework Policy

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Reviewed by S Pritchard November 2020 (Date)

Adopted by Governors _____(Sign) _____(Date)

Review date January 2022

Appendix 1: Guidance for staff on lesson planning at Kingshill *(from School Handbook)*

At Kingshill we expect all lessons to be well planned with the key focus being progression of learning. The format and structure for lessons will depend on the subject area being taught, the context of the topic and your desired learning outcomes. Below are some useful tips for planning an effective lesson. It is not essential that lessons always have the same format but the guidance below should support you in thinking about how to write clear and achievable objectives and outcomes as well as ideas for main activities and plenaries. We are always striving to deliver learning of the highest quality.

Starter activity, introduction and writing objectives and outcomes

In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson. The starter should relate to at least one of the success criteria or lesson outcomes. The lesson should then be introduced clearly, sharing the learning objectives and intended learning outcomes/success criteria with the pupils. The learning objectives should be written on the board at the start of the lesson and should remain on display throughout. Pupils should be encouraged to engage/interact with the learning outcomes for the lesson. Learning outcomes should be specific and outline the learning expected to take place in that lesson

Learning objectives should not be too broad or general and must not simply be a list of tasks. They could begin with:

- To understand
- To be able to evaluate/identify/describe/justify/explain/apply
- To use confidently
- To develop
- To know how to
- To think about
- To be aware of
- To explain/justify

At least one outcome must be achievable by all pupils, however often the second and third may only be achievable by some of the pupils.

Some examples of learning outcomes/success criteria are:

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partner's work by giving a point for improvement
- Label a graph with the correct axes
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce.....
- Use the verb ____?____ to describe my daily routine
- Read quietly to create an image of a book character
- Cut out your wood template using the saw safely
- Explain how to improve your work using your teacher's marking comments
- Describe the reactants and products used in photosynthesis
- Use a level ladder to self assess your work

- Search a database to find 5 pieces of information
- Share your opinion in a group of 4
- Celebrate your form's achievement by creating a display
- Identify 2 points of improvement using your school report

Main Activities

Main tasks in any lesson should be well structured and planned, relevant and differentiated. You need to ensure you have carefully planned any support you have within the lesson in partnership with your Teaching Assistants to target specific pupils and develop their learning as required.

Tasks set should:

- Be matched to pupils' needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of pupil skills, particularly encouraging independent working
- Use different learning and teaching strategies
- Enable pupils to evaluate their own work
- Encourage pupils to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

You (as the teacher) should:

- Give clear instructions
- Link work clearly to learning objectives and learning outcomes/success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that pupils remain focused and evaluate their progress

The pupils should:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

Plenaries

Effective assessment of progress within lessons can be shown with plenaries and you may choose to use these throughout the lesson as mini-plenaries. You should return to the learning outcomes/success criteria at the end of all lessons to check for progress and you should encourage pupils to evaluate their own progress in terms of what they have formally learned as well as any skills they have developed.

The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used. Pupils' achievement of success criteria should inform planning for the next lesson.

Setting Homework – avoid setting related homework at the very end of the lesson as many may miss writing it down and understanding the activity. It is better to link homework into the main section of the lesson to explain how it will extend a pupils' learning further. Where pupils have difficulty copying accurately from the board, and specifically in the case of learning vocabulary, it is a good idea to provide pupils with a prepared handout.

You may also want to explain to pupils about work to be covered next lesson, to encourage them to see the progress being made through a topic area.

Review and self-reflection of lessons

After each lesson ensure that you reflect on the effectiveness of your teaching, what went well, and what needs to be adjusted. How much learning went on and did all pupils meet the outcomes? Ensure that future planning incorporates your reflection and builds on the progress made by pupils.

Expectations for lesson observations:

During observations there will be no expectation to see a lesson plan, but teachers should be able to provide a copy of class data (in a form of their choosing such as a mark book or faculty data sheet) and a seating plan marked with SEND/PP pupils and current and target grades or pathways for all pupils in the class.

Appendix 2: Learning Activities

Please note that this list is neither prescriptive nor exhaustive, but is a reflection of the breadth of approaches that are effectively used at Cirencester Kingshill. Teachers will adapt/select based on the context of each individual class/lesson.

Teachers use a range of teaching and learning styles to ensure they plan carefully, creatively and imaginatively based on their knowledge of our pupils' needs. Examples of approaches within lessons include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Revision
- Self-assessment
- Feedback through marking