



Learning and Teaching Policy

2022-2023

POLICY REVIEW AND AMENDMENT LOG

Status & Review Cycle:

Statutory; annual

Next review date:

June 2024

[illegible]

Kings College Guildford

LEARNING AND TEACHING POLICY

PURPOSE OF POLICY

At Kings College we believe in the importance of developing lifelong learners and that every child can be successful. We acknowledge that the quality of our teaching directly affects how well students learn. We are committed to providing teaching and learning of a consistently high standard based on relevant educational research as we work towards ensuring progress, raising attainment, achievement, enjoyment and aspirations for all students. We are committed to offering an equality of access for all students.

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Kings College so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education.

KEY RESPONSIBILITIES FOR TEACHING AND LEARNING

Teachers

- Teachers' key responsibility is to plan and deliver high-quality lessons which allow all students to progress in their learning using the structures set out in this policy.
- Classroom teachers are responsible for the progress of the students in their class.
- Teachers should review students' work regularly and provide specific and focused written feedback according to the school feedback policy. This may be in the form of whole-class feedback.
- Teachers must use data to monitor pupil progress and intervene where necessary in liaison with stakeholders.
- Teachers should periodically review pupil passports and plan for the specific learning needs of their students (e.g. Literacy, dyslexia, gifted and talented, reading ages) and consult with the SEND team about the needs of individuals where appropriate.
- Teachers are responsible for ensuring a positive behaviour-for-learning climate within the classroom.
- Teachers are responsible for ensuring a positive learning environment which is safe, welcoming, positive, well organised, well resourced, has visuals which stimulate thought and makes learning accessible for all students.

Heads of Department

- Responsible for leading the delivery of high quality Teaching and Learning in their subject area, including the organisation, intent, implementation and impact of the curriculum.
- Responsible for monitoring pupil progress within the department, planning appropriate interventions and challenging staff where necessary.

- Responsible for implementing departmental quality assurance processes, including book scrutinies and learning walks, to ensure the department is adhering to school Learning and Teaching policies.
- Ensure up to date knowledge of curriculum courses (e.g. new GCSE specifications).
- Produce and review curriculum maps, schemes of work, modular plans and brain banks to support all teachers, including any non-specialists working within the department.
- Plan department meetings to ensure moderation and subject-specific CPD, as well as the sharing of good and outstanding practice.

Senior Leadership Team

- Responsible for designing an appropriate and engaging curriculum.
- Responsible for monitoring the quality of learning and teaching across the school.
- Responsible for driving progress across the school.
- Responsible for data tracking, supporting and challenging teaching as necessary.

Form Tutors

- Responsible for contributing to, and monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students, both socially and academically.
- Responsible for the planning of engaging and purposeful time within tutor periods.
- Monitor behaviour, homework, organisation, rewards and sanctions, uniform and attendance and liaising directly with parents with regard to individual successes and areas of concern.

Parents

- Parents are responsible for ensuring students arrive at school on time and fully equipped for the learning that day.
- Parents should support the learning of students through communicating with teachers at parents' meetings and throughout the year via email, telephone or face-to-face meetings.
- Parents should ensure students have completed all homework tasks to the best of their ability.
- Parents should adhere to the particulars of the home-school agreement as signed.

Students

- Students are responsible for arriving at lessons on time and correctly prepared.
- Students must take responsibility for completing homework on time and to the best of their ability.
- Students must take responsibility for their own behaviour and attitude to learning within the classroom, including treating staff and peers with respect.
- Students should copy/complete the teacher notes from any lessons they are absent for.
- Students must adhere to the particulars of the home-school agreement as signed.

KEY TEACHING AND LEARNING STRATEGIES

At Kings, all teachers aim to utilise the following strategies to facilitate learning:

1. Appropriate challenge for all learners is essential in every lesson. Work should be pitched at a level that takes into account learners' starting points. All individuals should consistently be engaged with a 'healthy struggle' to ensure progress is made in every lesson.
2. Progress must be central to all lessons. Information from formative and summative assessments should be used to set tasks which address gaps in knowledge and/or skills to facilitate rapid progress.
3. Lessons should follow the Remember—Talk—Model—Do—Review structure and learning opportunities should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
4. Questions should be designed to tease out students' understanding and challenge student thinking. 'Cold Call' questioning should be employed to ensure active engagement from all pupils, including those from disadvantaged backgrounds. Questions should be pre-planned where possible.
5. Written feedback should be regular, timely, specific and focused to ensure that it has a clear impact on learning. It should provide students with very clear guidance on how work can be improved. Students need to be engaged in the process and should be given opportunities to improve upon their work through DART (Dedicated Action and Reflection Time). More specific information on this can be found in the school's Feedback and Marking Policy.
6. Teaching should include opportunities to develop reading, writing, oracy and numeracy skills that are effectively taught and cohesively planned as part of the lesson. All departments should incorporate Direct Vocabulary Instruction and opportunities for Oracy into their curricula.
7. Teacher modelling should be central to the learning process in all lessons. Modelling should be 'live' and the teacher should model both the thinking and application processes.
8. Teachers should develop students' memory recall using research-based practice. Regular low-stakes quizzing of spaced and interleaved material should be a part of all medium-term planning.
9. Teachers should develop pupils' independent revision skills. Lesson time should be dedicated to explicitly teaching revision strategies and giving pupils the opportunity to develop their skills in this area.
10. Homework should be set every lesson as part of the wider curriculum strategy and aim to either consolidate learning or prepare students for work to come. Due to the nature of the subjects, students will not receive homework in IT, Core PE, PSHE and some DT lessons.

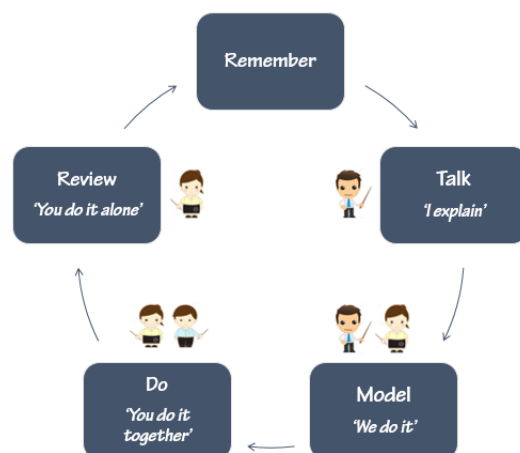
PLANNING FOR LEARNING

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace & challenge in all lessons and where the learning needs of all students/children are met.

Each subject has a curriculum map that ensures the key knowledge and skills are effectively sequenced from Year 7 to Year 11. This is broken down into the key learning for each module/unit. These are published on the school website.

Whilst it is acknowledged that lessons will vary in style depending on particulars of content, lessons should contain the format below which is based on the accelerated learning cycle:

1. **Remember task** – an interleaving activity designed to encourage regular retrieval of knowledge.
2. **Talk** – Teacher-led session through which the students explore the main learning objective for that lesson.
3. **Model** – Teacher models the key learning task for the students and how to be successful in achieving this.
4. **Do** – Students have the opportunity to work independently to complete the task.
5. **Review** – Students review their learning and identify their next steps.



This cycle of learning is designed to ensure a partnership of learning between the teacher and the students.

All teachers must have a data pack for their class which includes:

- Prior and current attainment data
- Seating plan
- SEND Pupil Passports
- Curriculum Map and any other applicable curriculum documents

HOMEWORK

Kings College believes:

- We must provide students with regular opportunities to aid their own progress while outside the classroom.
- We must embed learning outside the classroom as routine.
- We must facilitate student responsibility and ownership to develop the independence required for success in and beyond secondary school.

Students at Kings College receive homework every lesson, every day, except in subjects where this is not appropriate such as Core PE. The purpose of all homework tasks should align with one or more of the following:

- to review and practice knowledge and skills acquired in class
- to encourage more in-depth exploration of topics introduced in class
- to apply skills they've learned in class to new situations
- to prepare for future classes
- to develop student self-discipline and personal organisation
- to encourage independent study.

Teachers must:

1. Set purposeful and relevant tasks
2. Set clear and precise expectations
3. Acknowledge completion of all homework
4. Use professional discretion if a homework task has not been fully completed.

ONLINE REMOTE LEARNING

At Kings, all students have access to a plethora of online learning platforms where they can find work to complete independently, access resources that have been posted by their teacher and upload completed work. All students will also be assigned a school email account from which they can communicate with their teachers and other pupils on school-related issues.

Students may access these platforms any time they wish via the school website, but will be required to do so in the following circumstances:

- It's part of their homework task
- To catch-up on missed work
- The school has unexpectedly closed due to snowfall, COVID lockdown, etc.

Teachers may utilise Microsoft Teams to:

- Store resources for pupils who are absent from school (PowerPoints, recorded videos, etc.)
- Post homework tasks
- Post links to extension tasks (e.g. video links)
- Set quizzes

Platforms and Passwords

Students will have access to the following learning platforms linked on the school website:

Student Learning Environment (SLE)

MyMaths

Tassomai

Linguistech

It is each student's responsibility to store their passwords in a safe place (phone, planner, etc.) so they can be referred to in case they are forgotten. Not knowing a password will not be considered a valid excuse for incomplete work.

Access from home

Students will be required to access online learning from home. It is parents' responsibility to make the college aware of any barriers to this being possible (e.g. no internet at home, computer not working, etc.) and the college will try to help resolve the issue.

Please note that all students must adhere to the school's ICT Code of Conduct at all times and access to the school's online learning facilities can be revoked if a student fails to comply.

QUALITY ASSURANCE

Kings College is a learning community and regular reflection opportunities are provided to both students and staff in order to build upon our existing practice. We have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. These may be in the form of short learning walks, individual lesson observations or department 'deep dives'.

Aims of quality assurance processes:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Quality assurance processes consist of:

- Formal observations of learning
- SLT and HoD Learning walks
- SLT and HoD book scrutinies
- Student voice activities
- Department curriculum reviews (i.e. 'deep dives').

CONTINUOUS PROFESSIONAL DEVELOPMENT

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar.

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- Discuss learning and teaching in Department Development time in order to share good practice
- Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process, appraisal process and by reflecting on the Teacher's Standards document.
- Teachers should attend and engage with all scheduled CPD twilight sessions and INSET days
- Engage with department-specific pedagogy sessions