KINGS COLLEGE GUILDFORD

Learning Partners academy trust

Learning and Teaching Policy 2026-2027

“Work hard, be kind and push yourself.”

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.

- All teachers must make use of available information for their class which includes: Prior and current attainment data; Seating plan; Key SEND Information; Curriculum Map and any other applicable curriculum documents

- 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, 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.

- Teachers are responsible for the correct and safe use of available technology (e.g. Generative Artificial Intelligence) to provide specific feedback or resources for their class.

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 scrutiny 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.

- Ensure that Learning and Teaching structures (e.g. Remember-Talk-Model-Do-Review, reading tasks DVI, etc.) are implemented in lessons by teachers in their departments.

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.

Tutor Champions

- Responsible for contributing to and monitoring the progression and well-being of individual students in their form group and for providing support and advice to those students, both socially and academically.

- Responsible for the planning of engaging and purposeful time within form 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.

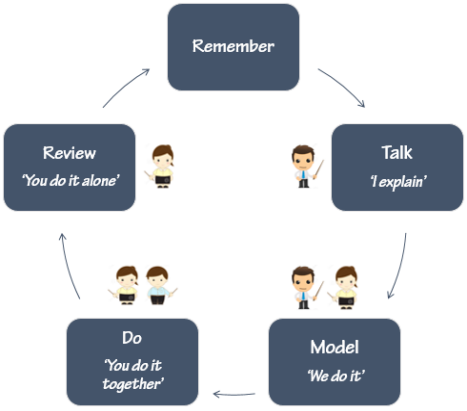
Learning and Teaching at Kings College – This Is What We Do

We teach a meticulously sequenced curriculum

We do this so students can build on existing knowledge to building increasingly complex mental models (or schemata) and are not overwhelmed when learning new ideas. Teaching a broad, balanced and clearly sequenced curriculum is highlighted as being most effective for learners with SEND. Departments regularly evaluate the effectiveness of their curriculum and teachers adapt tasks and resources according to the students in their classes. Key questions, DVI words, feedback points are mapped across the curriculum. Departments identify their curriculum 'Golden Threads' of knowledge, skills and concepts that are most crucial for students to embed.

We teach 75-minute lessons and follow consistent lesson structures

Teaching longer lessons allows full 'learning cycles' to take place following the 'Remember – Talk – Model – Do – Review' cycle. We utilise the 75 minutes strategically by employing the principles of adaptive teaching and models such as Rosenshine's Principles of Instruction to benefit all learners, but especially those with SEND.



We begin lessons with retrieval tasks

Our 'Remember' or 'Do It Now' tasks activate students' prior learning to prevent cognitive overload when learning new things. It acts as a scaffold and allow students to access existing mental models when new knowledge is introduced. This is supportive of all students, but especially those with SEND. The process asks students to draw information from their long-term memory, which is an effective way to avoid overloading working memory (Willingham, 2009). Teachers will employ 'spaced practice' by asking questions last lesson, last week, last module, last year, etc.

We teach key vocabulary explicitly

Explicit vocabulary teaching is one of the key strategies for effective teaching of those with SEND. We use 'Direct Vocabulary Instruction' (DVI) to teach Tier 2 vocabulary words each lesson. Words are

strategically chosen throughout the curriculum that will enable students to access the learning and allow students to deepen their understanding of key concepts and/or develop their verbal/written responses. We use a school template which includes opportunities for oracy, dual coding and class discussion to enhance the vocabulary of all learners in a way that is inclusive for those with SEND.

We use explicit instruction

We introduce new material to students in small, sequential steps. During this phase of learning, the teacher will talk through the new material and ask students lots of questions to check their understanding. Using small, sequential steps supports the amount of information being handled by the working memory. If students have not understood, the response can be modified as required.

We model 'live' and use 'worked examples'

Teachers model the thinking and process of completing tasks aloud in front of the class. They show students how to do something well, which deepens their understanding and builds their mental model of what 'good' looks like. Spending more time on guided practice deepens understanding and means students make less errors (Rosenshine, 2012). To move from novice to expert, students need to know how an expert thinks and acts, and live modelling makes these implicit things explicit.

In subjects like Maths and Science, we use 'worked examples' which free up students working memory by shifting the focus from finding the correct answer to understanding and appreciating the steps in the example. This means they're more likely to recall how to solve this type of problem in the future.

Teachers follow a 'Talk, Model, Do [I do, we do, you do]' structure to ensure an effective balance of modelling, guided practice and independent working.

We use 'cold call' questioning

Effective teachers ask more questions. Cold call questioning is used to ensure questions can be adapted to the individual to check and/or deepen their understanding as well as to ensure equity of voice in the classroom. Asking for verbal responses also encourages oracy development, such as improving student vocabulary, which is especially important for disadvantaged students.

We set regular homework

We know from the EEF that homework can improve student outcomes. We set homework regularly and the routines are well-established. Homework aims to either consolidate learning or to prepare students for work to come. Teachers are responsible for the types and length of homework that is suitable for their class, as the quality of homework is the determining factor for its impact.

We use low-stakes quizzing

We teach a knowledge-rich curriculum and regularly ask students to recall information from memory. We know that it's natural for students to forget what they've learned along a 'forgetting curve', so we regularly quiz them on interleaved material.

We give whole-class written feedback and DART

We know that Hattie's research showed that effective feedback contributes to progress for students. We utilise Whole Class Feedback to ensure students receive timely, impactful feedback that encourages reflection and builds independence. Students are given the opportunity to use feedback on DART tasks tailored to them. Departments are given the autonomy to adapt their feedback policy to the needs of their subject whilst fitting into the school's broader policy. This helps with both workload and ensuring students receive subject-specific feedback. As a result, this may include the potential use of Generative Artificial Intelligence Large Language Models (Chat GPT; Google Gemini; Microsoft Co-Pilot) to help identify common misconceptions within students work and allow staff the opportunity to address these through the feedback process alongside providing personalised feedback. This will be used to assistant staff who have a responsibility to check all student work and provide accurate feedback to the students they teach. Further details on this can be found in the schools Use of Artificial Intelligence (AI) Policy.

We teach cross-curricular skills

We support students in applying the knowledge and skills they've learned in one subject across the rest of the curriculum by categorising responses into state, describe, explain and infer responses.

We use both formative and summative assessments

Teachers are regularly assessing their students formatively through questioning, low-stakes quizzing or extended writing. Teachers use these assessments to determine if students are ready to move on or if things need further embedding. We have two summative assessment points throughout the year where teachers, students and parents can see how students have performed in formal exams. This information is used to identify the impact of the curriculum and determine if any interventions are needed. Our assessment system is both impactful and manageable for teacher workload.

When completing all assessments students are forbidden from making use of any ICT programmes that may assist them in the completion of their work. This includes making use of AI or copying and pasting from search engines like Google or webpages such as Wikipedia. Any student found to break these rules will be dealt with following the procedure laid out in our Behaviour for Learning Policy.

We explicitly teach students how to revise

From Year 7 we begin to teach students the best ways to revise so that by the time they get to Year 11 they have the skills needed to be successful in their suite of GCSE exams. We teach them methods

founded in cognitive science, such as spaced practice and interleaving, as well as embed opportunities in lessons and within homework tasks to build revision resources.

We explicitly teach reading

At Kings we place an emphasis on reading in order to support students in their comprehension and analyses of academic texts. We do this in all subjects across the curriculum.

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.

The frequency of homework tasks depends on the curriculum allocation for each subject. For example:

- For subjects with three or more lessons each fortnight, students will be set homework tasks every second lesson.
- For subjects with one or two fortnightly lessons, students will receive homework every lesson.

Homework will not be set in subjects where it 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.

Students should not make use of technology such as Generative Artificial Intelligence when completing homework tasks as set out in our Use of Artificial Intelligence (AI) Policy. Any student who is suspected of using such tools to complete homework shall incur sanctions following the procedures laid out in our Behaviour for Learning Policy.

Teachers must:

- Set purposeful and relevant tasks
- Set clear and precise expectations
- Acknowledge completion of all homework
- 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:

Microsoft Teams Sparks Maths and Reader

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 Head of Department Learning walks
- SLT and Head of Department 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