



## **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. 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.
- ii. 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 2022 (Date)

Adopted by Governors \_\_\_\_\_(Sign) \_\_\_\_\_(Date)

Review date January 2024