



Teaching and Learning Policy

WHY do we have this policy and why is it relevant?

Rationale

At Cirencester Kingshill School we want all of our students, regardless of their starting points, to make outstanding progress and achieve grades that will provide them with the best possible opportunities post-16. This policy outlines how we intend our curriculum to be delivered effectively and to ensure our students are challenged to work and think as hard as they can.

This policy is based on the belief that everyone's intelligence can be grown or developed with persistence, effort and a focus on learning.

Statement of Intent

Teachers are committed to checking for students' understanding and use excellent subject knowledge alongside their clear understanding of end points to be agile in the curriculum delivery, addressing misconceptions and stretching and challenging students to achieve beyond expectations. In their lessons, teachers will narrate the language of the STEPs to raise aspiration, ambition and expectation in the lessons. Through Quality First Teaching, teachers present subject matter clearly through explicit, carefully planned explanations and demonstrations. This, alongside models, promotes discussion. Teachers understand how to scaffold to meet the needs of all learners and provide over-modelling and over-learning opportunities for our SEND students. As such, all students are able to develop knowledge, skills and abilities to apply what they do know with increasing fluency and independence.

Aside from the Teacher Standards, the teaching and learning responsibilities of our teachers are:

- To plan learning activities in line with the schemes of learning that enables an equitable experience for all our students to think hard, work hard and remember more through Quality First Teaching.
- To implement each lesson plan through our Active Minds programme (Teaching & Learning strategies) so that our students think hard, work hard and remember more.
- To be agile in response to securing accelerated outcomes for our students; checking for understanding leads to adaptive teaching.
- To interrogate data in order to inform and adapt their teaching to unlock potential for all students.
- To refer to, embed and imbue our underpinning values (our STEPs) in every aspect of the role so that we can shape greater futures for our students; allowing them to grow as ambitious, confident, resilient young people and adults.
- To commit to continuous learning and professional development: attending meetings, Inset, widely reading, researching and to be receptive to feedback.
- To embrace collaboration both within the faculty and wider school community; seeking to learn from and share knowledge and skills with other colleagues.

Assessment to Promote Learning

Teachers will use a range of techniques to systematically check for understanding throughout a lesson. Teachers anticipate the most likely areas for misunderstanding and they prepare planned interventions to address these. Staff are also encouraged to be adaptable so that they can respond to spontaneous and unexpected misconceptions as they arise and lessons would be adapted to accommodate this. Targets are given to students to allow them to understand how to improve and to ensure they know what to do to get to the next stage or grade. *See Assessment and Reporting Policy.*

Homework

Homework is an integral part of the school curriculum and we recognise the importance of students having time at home to practice retrieving the knowledge they have learnt in school. *See Homework Policy.*

Linked Policies and Key Documents

This policy should be read in conjunction with, and has been informed through, reference to:

Assessment and Reporting Policy

Curriculum Policy

Homework Policy

Looked After Children Policy

PSHE and SMSC Policy

Pupil Premium Policy

Sex and Relationship Education Policy

Special Educational Needs Policy

Department of Education's 'Teachers' Standards'

WHAT do we do to support and implement this policy effectively?

The Process and Practice for embedding excellent Teaching and Learning at Cirencester Kingshill School:

Active Minds

Active Minds is a toolkit for all teachers to utilise in their lessons to ensure our students are thinking hard, working hard and remembering more. It is expected that lessons will regularly feature these Active Minds elements and are designed to provide a consistency of approach to lesson planning and delivery whilst ensuring our teachers have a degree of professional autonomy. They are based on well-established educational research and mirror the techniques used in high performing schools.

Active Minds also helps give students a metalanguage to use, in order to discuss and reflect on what learning is, in a way which helps them to find better ways to learn for themselves.



Continuing Professional Development

'If we create a culture where every teacher (colleague) believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.'

Dylan Wiliam

Emeritus professor of educational assessment at University College London

In order to embed excellent teaching and learning practice, our colleagues need to be given training and support to develop and enhance their pedagogical skills and knowledge. This is given to the teachers in a range of ways which include: Inset, external courses, whole school team and faculty meetings, bulletins and team communications, and Active Minds support sessions.

A commitment to ongoing professional development is at the heart of the teachers' appraisal process. The appraisal is informed by our Inquiring Minds programme which requires teachers to identify a professional development goal and use knowledge gained from in-house CPD, research, learning walks, lesson drop-ins and faculty reviews to develop actions for self-improvement. Teachers meet with their line manager three times a year to review their development priority(ies) to ensure clear rationale and intentionality, measurable actions and an agreed understanding of expected outcomes.

HOW do we monitor this policy?

Process and Practice

We quality assure teaching and learning through lesson drop-ins, extended observations, line management meetings and MGM group meetings. In the Middle Leaders' programme there are also regular, calendared opportunities for Heads of Faculties and their SLT link to observe teaching and provide feedback to teaching staff. Feedback is designed to be objective and is linked to the Active Minds and curriculum development. For each Active Minds element there are guidelines on best practice for a teacher which can be referenced. Below is an example to this for Cold Call, the hands down questioning technique:

COLD CALL

- Every lesson
- Wide sampling of the class
- Students feel it could be them
- Thinking time
- Teacher returns to 'I don't know's'
- Correct the response and move on

Evaluation

After an observation, the teacher will receive feedback and, if necessary, a follow up observation date agreed to review the impact of any adaptation of practice. The Head of Faculty will use feedback from observations to inform the RAG rating of their Quality of Education tracker. In turn, this is used to decide on the priorities for their faculty's teaching and learning development.

Data Tracking

Data is essential in order to monitor the impact of the implementation of our teaching and learning policy. It is tracked to allow for a whole school understanding of student progress and achievement. Collected during the reporting cycle, data is used to measure the impact of the curriculum delivery at student, class, subject and year group levels. Using this analysis, the appropriate interventions can be actioned including curriculum adaptation, class support and wider interventions.

Definitions

Quality First Teaching

Quality First Teaching is a whole-class teaching concept that focuses on inclusive and high-quality teaching for every student in the classroom. QFT uses a variety of learning methods, including what we term Active Minds, to meet the diverse needs of the learners.

MGM Group

The Meeting of Great Minds (MGM) is our teaching and learning steering committee and their remit is to review and help develop the strategy for implementing teaching and learning across the school.

Equality Act (2010)

When teaching, the backgrounds of all students is considered, so that sensitive topics that need to be taught are appropriately handled. The school works to comply with the relevant provisions of the Equality Act (2010), under which religion and belief are protected characteristics. Provisions within the Equality Act (2010) allow the school to take positive action to deal with disadvantages affecting one group because of a protected characteristic.

Students with Special Educational Needs and Disabilities (SEND)

Teachers are accountable to the Teachers Standards We ensure our teaching is inclusive and meets the needs of all our students, including those with SEND. The school is mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing for those with SEND. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

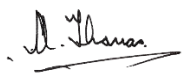
CIRENCESTER KINGSHILL SCHOOL

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Reviewed by: Trevor Lee, Assistant Headteacher

Date: January 2025

Adopted by Trustees: 14 January 2025

Signed: 

Date: 17 January 2025

Next Review Date: January 2026