Kesteven and Sleaford High School

A Robert Carre Trust School

Teaching & Learning Policy

"It turns out that as long as you go to school (and that's important), then it doesn't matter very much which school you go to, but it matters very much which classroom you sit in"
(Dylan William 2011)

Principles of the Policy:

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. KSHS aims, through successful teaching and learning, to develop the whole child and to enable our students to make good progress and become lifelong learners.

All teachers have a responsibility to plan and deliver lessons in which learning is explicitly and carefully sequenced to help students acquire the knowledge they need to prepare them for future learning and employment.

Aims of the Policy:

- To ensure high quality teaching and learning experiences for students of all abilities and aptitudes within our selective setting;
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity;
- To provide coherence of approach and consistency of high expectation;
- To make explicit the entitlement of all students;
- To promote the core values & skills of the RCT;
- To raise attainment by increasing levels of student motivation, participation and independence;
- To promote reflection on, and sharing of, good practice; through a variety of methods, including coaching
- To promote an understanding of how learning takes place;
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place;
- To provide practical guidance and clear procedures;
- To provide a focus for development;
- To inform teachers, students, parents, Governors and the wider community about the aims and processes of teaching and learning;
- To identify specific areas of responsibility at whole school, at department and individual staff level.

This policy should be read in conjunction with the KSHS Curriculum Policy.

Roles and Responsibilities:

Governors
- To ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team:
- To provide appropriate support, training and resources for Departments, subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities;
- To ensure the Post-Covid Recovery Plan is reviewed regularly, reflects the needs of our students and is implemented to enable rapid recovery.

Subject Leaders:

- To be responsible for the co-ordination of planning of schemes of learning, taking into consideration the aims and objectives of the policy as well as well researched thinking around curriculum intent, implementation and impact;
- To monitor and evaluate consistent delivery of the policy at Department and subject level;
- To provide appropriate support to team members by providing training, advice and guidance.
- Support staff to take risks in new teaching methods and use respected research on meta cognition and knowledge acquisition to plan effective learning;
- Contribute to the whole school Post-Covid Recovery Plan ensuring gaps in learning are identified and addressed.

Teaching staff:
- To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is consistently good or better and aiming for outstanding
- To implement this policy by planning and delivering high quality learning experiences;
- To have a growth mind set, be willing to take risks and encourage the same in our students
- To actively reflect on their practice using a range of effective strategies including productive talk, group work, questioning, low stakes testing, problem solving, resource selection;
- To work collaboratively with colleagues to share best practice and improve teaching;
- To work with subject leaders to identify those students at risk from lost learning over the Covid period and contribute to the support of these students;
- To actively engage in supporting all students using a variety of techniques ranging from in-class tailored resources to supporting and implementing the whole school 'Back on Track' and 'Summer Support' programmes.

All staff:
To be aware of the principles of the policy and how they can contribute to it.

Students:
- To work positively within lessons to enable staff to implement the policy effectively;
- To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework.

Those with parental responsibility:
- To support the policy of the School, in line with the Home-School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.

Definition of Teaching:
The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:
- Use of expert subject knowledge and good numeracy, literacy and IT skills
- Planning of sequences of lessons to ensure all learners are challenged and acquire knowledge in a way that it can be recalled and applied later on;
- Having consistently high expectations of all students;
- Implementing purposeful well planned learning activities;
- Sharing lesson objectives;
- Making students aware of the success criteria they are working towards.
- Using differentiation effectively to ensure that the needs of all learners are met so that they make good progress relative to their starting points;
- Ensuring a prompt, focused and purposeful start to the lesson;
- Ensuring the pace of the lesson allows all students to make progress;
- Setting challenging and purposeful independent learning tasks;
- Marking, providing feedback (oral and written), formative and summative assessment and reporting;
- Teaching reading, writing, communication and mathematics;
- Establishing a positive climate for learning in lessons to encourage interest and engagement;
- Ensuring high standards of Behaviour for Learning;
- Providing intervention when underachievement is evident.

Definition of Learning:
Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:
- The learning environment is secure, stable and stimulating;
- Relationships between teachers and students/children are positive and respectful;
- Students' self-esteem is high;
- Students understand the purpose of the learning and see relevance to their own experience;
- Students understand the ways in which learning takes place;
- The learning builds on prior knowledge and understanding;
- Success criteria are explicit and models are provided;
- The learning is active and collaborative;
- Student questioning, reflection, and discussion are encouraged to extend & guide discovery;
- Independent learning and thinking are facilitated and encouraged;
- There are opportunities for creativity and utilising different learning styles;
- Students can self-assess, know what they need to do to improve and are able to set appropriate targets;
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

Definition of Progress:
To make progress in learning is to move forward towards a learning objective or an agreed target.

All students are expected to make clear progress in their learning over time as follows:

- Performance data collated throughout the year shows that students are making good progress towards their agreed targets; in line with their starting points.
- The quality of work produced by students shows that they are acquiring knowledge quickly, developing their understanding and skills and this is consolidated in line with expectations for their age group and national averages;
- Students develop and apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment;
- Students can transfer their learning and apply this knowledge, skills and experience across other curriculum areas.

Continuing Professional Development (CPD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. The RCT CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as Coaching for self – reflection and sharing best practice, participation in learning communities, Teaching and learning workshops, presentations by current staff and outside trainers, peer observation, professional discussions and mentoring, online study and reading group participation.

Monitoring and Review:

Middle Leaders, Senior Leaders, Directors of Learning and Heads of Department will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.

- Book scrutinies (whole school and departmental);
- Pupil Progress Meetings (departmental);
- Work trawls; including the half termly Assessment, Marking & Feedback reviews; (whole school and departmental)
- Deep Dives (departmental)
- Lesson Observations – Learning walks & lesson visits (whole school and departmental);
- Questionnaires with staff/students/parents;
- Examination reviews and progress checks (whole school and departmental);
- Reviews conducted alongside external agencies;
- Student Voice activities

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

Reviewed by GW/JS

Agreed by the KSHS SLT April 2021

Review date: May 2022   (annually)

Appendices:

1 Literacy Policy
2. Numeracy Policy

Literacy Policy

Aims

At KSHS we recognise the importance of language for effective learning. We believe that the life chances of young people can be increased by ensuring they can use language powerfully, and can communicate effectively.

Our aim is to raise the profile of language for learning in our school, taking advantage of opportunities to develop learners' communication skills in all subject areas.

We aim to develop a common language to talk about language for learning, which is used in all classrooms.

Communication

Skilled communicators have high-level reading, writing and speaking & listening skills. We believe there are many opportunities - across subjects - for developing these skills.

1. Reading

There are five main kinds of reading, which students of all abilities need to develop to succeed. We aim to create a common language about reading - by using these terms in our classrooms.

i   Decoding
        While our students arrive in Year 7 proficient at decoding, the strategies they use to decode new words and more challenging texts are still developing. Decoding at speed (speed reading) is an important skill for academic work, which students in all years need to develop.

ii   Skimming and Scanning
        Learners in all years need to develop the ability to skim and scan texts at speed, for a variety of different purposes.

iii   Retrieving Information
        In the digital age, retrieving the most useful information from a variety of electronic and paper-based resources is important for becoming a discerning reader.

iv   Reading Between the Lines
        Inferring and deducing are important skills for making meaning from texts in a wide variety of contexts.

v   Analysis
        The ability to look closely at a text, make evaluations, and synthesise information from a variety of sources, is the highest level reading skill, and is integral to academic success across a range of subjects.

2. Writing

There are three main elements of writing, which students of all abilities need to develop to succeed. We aim to support learners as they develop as writers – by being explicit about the audience, purpose, and generic conventions of the texts they are required to compose in our subject areas. Where appropriate, teachers in different subject areas aim to support students in widening their vocabulary and improving their spelling.

i   <u>Audience and Purpose</u>

The quality of students' writing can be significantly improved by ensuring they have a heightened awareness of the audience and purpose of the pieces they are required to compose.

ii   <u>Generic Conventions</u>
Successful writers are fully aware of the generic conventions of the texts they compose: the appropriate style, tone, structure, discourse markers, and vocabulary for a particular genre or type of writing.

iii   <u>Vocabulary and Spelling</u>
Giving emphasis to subject-specific vocabulary, and correcting key spellings (where it is appropriate to do so) across subjects, will enable students to become more proficient users of the language they need for learning.

3. Literacy Marking Policy

Teachers will make use of the literacy marking key when marking student work and ensure they identify and support students in their written work by using the following key signage:

✔	Correct
✔✔	Excellent
S	Spelling
P	Punctuation
^	Missed word needs inserting
/	New line
//	New paragraph
?	Sense or meaning not clear
RTQ	Read the Question
U	Missing or wrong units

4. Speaking And Listening

We believe there is considerable scope for developing speaking and listening skills in all subject areas, especially in practical subjects.

We aim to support the development of effective communication skills and to give learners a voice in our lessons by providing opportunities for students to debate and discuss ideas; take part in group work; be involved in role play; deliver presentations; ask and answer higher-order questions; articulate their progress and performance verbally; and lead activities themselves.

Intervention

Via pupil progress meetings, we seek to identify students with low literacy levels, or additional needs – such as Dyslexia – and develop context-appropriate strategies for meeting their needs.

Roles and Responsibilities

<u>Classroom Teachers</u>
The English and Drama Department have a key role to play in ensuring learners are effective readers, writers, and speakers, and for leading the way in the school in terms of provision for literacy. All classroom teachers, however, are responsible for ensuring students develop the language skills they need for learning in their subject areas.

Where it is appropriate to do so, teachers are responsible for being explicit about the kind of reading required for particular tasks; being explicit about the generic conventions of the writing they would like students to compose; developing students' use of subject-specific vocabulary; and correcting key spellings errors. Teachers, in all subject areas, are also responsible for incorporating the kind of talk into their lessons that will enable learners to develop as speakers and listeners.

Furthermore, teachers have a responsibility to identify and refer students who are experiencing difficulties with Literacy in their lessons to the special educational needs team, via the school referral form.

Subject Leaders
Subject leaders are responsible for ensuring the appropriate sections of the literacy policy are implemented in their subject areas; and for monitoring and evaluating the effectiveness of the strategies used by members of their team to support the development of students' language and communication skills.

Pastoral Leaders
Pastoral leaders are responsible for promoting the development of language and communication skills, and wider reading, in tutor time. Pastoral leaders are also responsible for liaising with the special educational needs team, and classroom teachers, to find solutions to the Literacy problems faced by learners.

Special Needs Team
Members of the special educational needs team are responsible for liaising with classroom teachers regarding strategies that may help remove the barriers to learning which come with additional needs or low literacy levels. They are also responsible for maintaining a register of all referrals made to them by classroom teachers who are concerned about the literacy needs of particular students.

The School Leadership Team
The School Leadership Team is responsible for setting the aims of the whole school literacy strategy and, via the evidence collected as part of the school's quality assurance procedures, monitoring and evaluating the effectiveness of the support offered to students across the curriculum.

Numeracy Policy

Aims

We are committed to raising the standards of numeracy of all our students, recognising that high-level numeracy and mathematical skills are integral to the curriculum as a whole, and important to learners faced with the demands of further and higher education, employment and adult life.

We aim to enable students to transfer their mathematical knowledge, skills and understanding across subjects.

We aim to build on the strategies employed by primary colleagues to deliver the mathematics curriculum, and encourage collaboration between subjects in our school to achieve consistency in our methods of teaching.

Core Mathematical Skills

Our cross-curricular work is focused on the following core elements:
- Averages;
- Data handling;
- Tables;
- Graphs and charts;
- Units of measure;
- Formulae,
- Financial Awareness

Implementation

Mathematical Vocabulary
In order to develop a common language with which to talk about numeracy, teachers – in Mathematics and across the curriculum – employ a variety of strategies to teach key mathematical vocabulary, such as: word walls; explaining how mathematical words, such as 'add', 'sum' and 'plus', are related in meaning; and inviting discussion about how words have different meanings in Mathematics to everyday life, such as the case is with 'volume' 'and 'product'.

Use of calculators
We provide opportunities – across the curriculum – for students to improve in terms of mental maths and calculator skills. The position we take on the use of calculators is that the classroom teacher is best placed to judge when and how calculators are used by students in their classroom.

Intervention

We seek to identify students with low numeracy levels, or additional needs which affect their ability to successfully develop mathematical skills, and develop context-appropriate strategies (in the Mathematics Department and across the curriculum) for meeting their needs.

Roles and Responsibilities

Classroom Teachers
The Mathematics Department is responsible for the delivery of the Mathematics National Curriculum, and ensuring the continuity of progression from Key Stage 2. The department also delivers financial awareness sessions to students within the Maths schemes of work Teachers of Mathematics also have a key role to play in leading the way in the school in terms of provision for

numeracy. Teachers across the curriculum, though, are also responsible for ensuring students develop the numeracy skills they need to succeed – both academically and beyond the classroom.

Where it is appropriate to do so, teachers are responsible for the explicit teaching of the mathematical skills required in their subject area; teaching mathematical vocabulary; making explicit the links between numeracy skills in their subject and other subjects; and contributing to the whole school audit, which details when and where core mathematical elements are taught.

Subject Leaders
Subject leaders are responsible for ensuring the appropriate sections of the Numeracy Policy are implemented in their subject areas; and for monitoring and evaluating the effectiveness of the strategies used by members of their team to support the development of students' mathematical skills.

Pastoral Leaders and Leaders in PSHE
Pastoral leaders and Leaders in PSHE are responsible for taking full advantage of opportunities to incorporate activities for practising and improving numeracy skills in tutor time and in PSHE lessons.

The School Leadership Team
The School Leadership Team is responsible for setting the aims of the whole school numeracy strategy and, via the evidence collected as part of the school's Quality Assurance procedures, monitoring and evaluating the effectiveness of the support offered to students across the curriculum.