



Kings Academy Trust

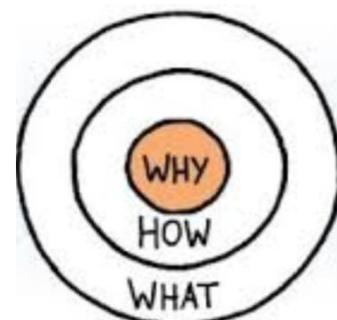
Teaching and Learning Policy

Policy developed by:	D Jones, R Smith and A Stobart (Directors of Teaching and Learning) April 2019.
Policy to be reviewed:	September 2023 (following two year cycle)

Aims of Teaching and Learning (why)

Inspire - Impact - Independence

Vision of teaching and learning is to provide high quality education which inspires, has a positive impact on all young people and result in fostering independence, preparing pupils for the future.



Teaching and Learning Policy Intent (Why)

- Provide a **rationale** behind the different concepts and approaches to Teaching and Learning e.g. curriculum design, homework and assessment policy
- **Communicate** the Trust's vision to others (including staff, pupils, parents/ carers / guardians and any other outside agency).
- Ensure **consistently** high standards of Teaching and Learning throughout the Trust and clarity of purpose with staff, pupils, and parents/carers

Policy development (How)

This policy has been developed through:

- An annual SWOT analysis of Teaching and Learning with
 - Feedback from staff, pupils and parents/carers.
 - Self evaluation tools from SEND Gateway
 - This has helped to inform reform to aspects of Teaching and Learning within the Trust.

Teaching and Learning Policy Implementation and Impact (What)

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Teaching and Learning Policies

Assessment Policy

Marking Policy

Homework Policy

Curriculum Policy (including SMSC and Fundamental British Values)

Literacy Policy

Numeracy Policy

Subject Policies

Core Subjects - English, Maths, Science

Foundation Subjects - PE, Art, Design and Technology, Computing, Food Studies, RMT, History, Geography and PSHE

Monitoring and Evaluation of the quality of Teaching and Learning

Roles of Responsibilities

Senior Leaders (Assistant Headteacher and Directors of Teaching and Learning)
Performance Managers
Heads of Department
Classroom Teachers
Teaching Assistants
Pupils
Parents and Carers

Performance Management and Lesson Observations

Learning Walks

KPI

Subject Profile Sheets and Department Health Checks

Key Aspects to effective Teaching and Learning (Learning Objectives, Learning Outcomes, Success Criteria and Differentiation)

Teaching and Learning Policies

The Trusts Teaching and Learning Policy is broken down into the following further sub policies. This enables us to provide a clear rationale behind the processes and aspects to each area of Teaching and Learning.

- Assessment Policy
- Marking Policy
- Homework Policy
- Curriculum Policy (including SMSC and Fundamental British Values)
- Literacy Policy
- Numeracy Policy
- Subject Policies -
 - Core Subjects - English, Maths, Science
 - Foundation Subjects - PE, Art, Design and Technology, Computing, Food Studies, RMT, History, Geography and PSHE

Monitoring and Evaluation of Quality of Teaching and Learning Roles and Responsibilities

The Assistant Headteacher will monitor overall pupil attainment:

- classroom practice,
- teacher development,
- data recording,
- subject moderation
- Ensure the curriculum has breadth and balance, provides progression and continuity.

Teaching & Learning Leadership Responsibilities (Directors of Teaching & Learning)

- To keep abreast of OFSTED expectations, curriculum requirements and pedagogy in order to maintain high expectations in all classrooms across school.
- To be familiar with the School Development Plan and school targets.
- To follow school policy on performance management
- To carry out work and book monitoring and provide feedback.
- To help Heads of Department complete subject monitoring every term
- To help Heads of Department analyse data and set targets relevant to their department and the SDP.
- To assist Heads of Departments in ensuring that a consistent, cohesive, differentiated and appropriate scheme of work exists for each year group.

Performance Management Responsibilities (PM)

- To meet with individuals for performance management meetings termly.
- To keep abreast of OFSTED expectations, curriculum requirements and pedagogy in order to maintain high expectations in all classrooms across school.
- To be familiar with the School Development Plan and school targets.
- To follow school policy on performance management
- To carry out formal lesson observations.

Heads of Department (HOD) (Taken from HOD Job Specification)

- To coordinate and create a consistent, cohesive, differentiated and appropriate scheme of work for all year groups with help from rest of department.
- To ensure cross-curricular links are being fulfilled by ideas generation during subject meetings and subsequent monitoring.
- To ensure differentiation is being carried out so all pupils are catered for as well as possible within your department.
- To carry out target setting and assessment monitoring and provide feedback.
- To monitor and interrogate data recording, on a termly basis, within your subject area to ensure consistency and accuracy.
- To take part in regular moderation within your department to ensure that levelling is consistent and accurate.
- Ensure that your subject offers the best opportunity for all pupils.
- Ensure data is used constructively and appropriate target setting is used by teachers within your department.

Classroom teachers (taken from Performance Management and Pay Progression Document)

- to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (3b);

- involves well planned lessons and effective teaching methods, activities and management of class time
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- demonstrates good knowledge and understanding of the subject matter being taught
- utilises effectively classroom resources of a good quality, quantity and range
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and
- does not discriminate against pupils contrary to Part 6 of the 2010 Act

All teaching staff will be expected to demonstrate the highest standards of professionalism in relation to the following areas: -

Quality of Teaching, Learning and Assessment
 Pupil Learning, Progress, Attainment and Outcomes
 Personal Development, Behaviour and Welfare
 Behaviour for Learning
 Wider Partnership Working
 Continuing Professional and Personal development
 Professional Standards
 Implementation of Safeguarding

Teaching Assistants (taken from Teaching Assistant Performance Management and Pay Progression Document)

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources

Pupils

Will contribute significantly to the functioning of school and are at the heart of any decisions that are made within school. We want to ensure that pupils/young people:

- Are comfortable and safe
- Feel valued
- Have their say and are listened to
- Achieve the best they possibly can
- Are proud of themselves and their achievements
- Communicate well with staff and know that we want the best for them
- Feel like they can ask for help if they need it and discuss any issues that are troubling them
- Work hard and to the best of their ability
- Respect and observe school rules
- Cooperate with other pupils and treat them with respect, understanding their peer's diversity and recognizing that everyone is valuable

Parents/Carers

It is important that pupils receive the same moral values and messages from school and home. Therefore, it is important to have a good relationship with home. We ask that our learners' parents/Carers:

- Maintain open lines of communication with school
- Observe and support school rules
- Observe the LA and school's policy on term-time holidays
- Support their child in attending school as much as possible in order to assist them in achieving the best education they can
- Communicate with school any issues that might affect their child in school
- Support their child in finishing regular reading and spelling practice and any homework they are required to complete.
- Support their child in any achievements that pupils succeed in as part of their school life

Performance Management and Lesson Observations

All Teachers are observed once a term, in line with the schools Performance Management Policy. Lesson Observations are a positive process designed to provide reflective opportunities to improve the quality of Teaching and Learning.

Senior Leaders with a responsibility for Teaching and Learning undertake lesson observations together in order to improve the quality of lesson feedback. Senior leaders use lesson observation reflection questions as a guide during lesson observations. Please see Appendix 2 for more information

Additional information regarding the PM process can be found in the Performance Management Policy.

Learning Walks

Learning Walks are led by the Senior Leadership Team (SLT) and take place each half term. The focus of Learning Walks is targeted to provide a snapshot of different aspects of Teaching and Learning, for example behaviour for learning, whole school literacy strategies and help inform SLT of appropriate policy implementation.

KPI and KPI report

The Senior Leadership Team (SLT) monitor the quality of Teaching and Learning on a half termly basis through the Key Performance Indicators (KPI). The Trust Board scrutinize the KPI once a term.

All aspects of Teaching and Learning are monitored through the KPI report.

Department Health Checks and Subject Profile Sheets

Heads of Department (HOD) monitor and evaluate the quality of Teaching and Learning in their subject areas through the use of Subject Profile Sheets which support in depth data analysis for target pupils in subject areas. These are used on a half termly basis, in line with school assessment deadlines.

Department Health Checks are used to collate impact moments and showcase the impact that subject areas are having on pupil's progress in school.

Key Aspects to effective Teaching and Learning (Learning Objectives, Learning Outcomes, Success Criteria and Differentiation)

Teachers plan for high quality lessons and differentiate through a range of strategies, including learning objectives, outcomes and success criteria. Please see appendix 8 for Key Aspects to effective Teaching and Learning (Learning Objectives, Learning Outcomes, Success Criteria and Differentiation)

Assessment Policy Impact (What)

This section of the policy is a working document and will be updated with evidence of impact as and when it is collated.

How has the policy implementation impacted on the initial intent of the policy?

Policy intent:	Policy impact:
Provide a rationale behind the different concepts and approaches to Teaching and Learning e.g. curriculum design, homework and assessment policy	<ul style="list-style-type: none">• <i>Please see individual policies relating to policy impact (assessment policy, marking policy and homework policy, curriculum policy)</i>
Communicate the Trusts vision to others (including staff, pupils, parents/ carers / guardians and any other outside agency).	<p>The aims of Teaching and Learning is to provide high quality education which inspires, has a positive impact on all young people and results in fostering independence, preparing them for the future.</p> <ul style="list-style-type: none">• Lesson Planning is linked to the 3 aims of Teaching and Learning (inspires, impact, independence). <p>Ensuring consistently high standards of Teaching and Learning throughout the Trust and clarity of purpose with staff, pupils, and parents/carers.</p>