

	POLICY TITLE:	Teaching and Learning
Kingsmead Academy T/A Kingsmead School		
		Head Teacher Provision & Progress Sub-Committee
Date Approved by Governing Body:		June 2020
Date of Last Review:		Term 6 – 2019/20
Next Review Due:		Term 6 – 2020/21
Associated policies: <i>Please also refer to New Guidance on Remote Learning via Firefly</i>		Marking and Feedback; Literacy across the Curriculum; Home Learning; Departmental Schemes of Work and Handbooks; Intervention ; English as an Additional Language (EAL); Numeracy across the Curriculum: Staff code of conduct

Our Principles for Teaching and Learning are rooted in our core values of:

- Care
- Aspiration
- Respect
- Determination

Whilst it is vital that all classroom staff have a consistent and shared approach to promoting outstanding learning, it is recognised that staff have different teaching styles and that outstanding learning can look very different in different contexts.

Care

Kingsmead wants every learner in our school to achieve their very best. All staff strive to teach the skills and knowledge students need to succeed in the future.

Aspiration

Kingsmead is committed to raising students' aspirations so that every student can work towards achieving their highest possible grades. Success is celebrated at all levels within our school community.

Respect

Kingsmead is a supportive environment where colleagues work together to share good practice. Individual need is planned for and effective provision provided to overcome barriers to learning. Variety of approach is valued, celebrated and shared.

Determination

Kingsmead is determined to support each other to achieve our best.

Principles

Kingsmead School provides a high **quality of education** for its learners through its teaching and learning offer.

Intention:

- At Kingsmead, we believe that quality teaching is achieved with passion, energy, producing experiences that inspire, challenge, and provide opportunities for young people to take charge of their own learning. Learners need to be encouraged to ensure that they are making the most of every single opportunity. Ultimately, this can only be achieved if students feel safe and cared for.
- At Kingsmead there is no bespoke way on how teachers are expected to teach. Teachers are trusted to do the very best for the students in their care.
- At Kingsmead we want to keep improving pedagogy by delivering high-quality, purposeful CPD by working together and with outside advisors. Kingsmead will strive to work with Universities on action-based research projects, so we can use current research thinking to help support students to the best of our ability.

Implementation:

- Teachers will create an environment that allows the learner to focus on learning.
- Teachers will demonstrate good knowledge of the subject(s) and courses they teach.
- Teachers will check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Assessment information is used to inform future teaching.
- Heads of department will lead development of teaching and learning within their subject area.
- Heads of department will develop schemes of work with their teams, so it assists in the progression of learning.
- Heads of department will support teachers who teach outside their main areas of expertise, will have on going support from their subject leader.
- The Senior Leadership Team will help support Head of Department and teachers to develop teaching and learning within the school through high quality CPD opportunities.
- The Senior Leadership Team with Heads of Department will monitor the quality of teaching and learning to ensure that underperformance is challenged.
- The Senior Leadership Team will strive to avoid unnecessary workload for teachers.
- Governors will support and challenge the Senior Leadership Team with the development of teaching and learning across the school.

Impact:

- The high quality of education at Kingsmead School is evident *both* in our results and in the confident, responsible learners who leave Kingsmead ready to make a positive contribution to society.
- Student work from across the breadth of the curriculum is consistently of a high quality.
- The school has extensive provision for disadvantaged students and those with SEND, and ensures they leave with the knowledge and cultural capital necessary for independent successful lives.

We do not have a 'checklist' requiring all teachers to fulfil certain expectations, however, there is an understanding that:

Teachers will:

- Plan appropriately structured lessons that aim to enable all students to make outstanding progress. Lessons should include a variety of learning strategies that interest, encourage, engage and challenge students.
- Have a yellow folder containing progress overviews, differentiation overviews and seating plans.
- Progress overviews are used to support the intent of a planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Differentiation overviews should be completed for all AEN and disadvantaged students.
- Seating plans should be annotated with D for disadvantaged student and A for AEN. Prior Attainment of Students should be marked L for Lower, M for middle, H for higher. Seating plans should be available for cover teachers (these can be screen shot from Firefly).
- Base data information from SIMs should be kept by teachers in their planners, either a paper copy or digitally.
- Regularly mark work and give targets for progress that challenge and motivate students. The Kingsmead Marking Code must be used when marking for literacy (see Marking and Feedback policy).
- Take part in work scrutinies at departmental and whole school level to ensure consistency of marking.
- Set regular home learning that reinforces or extends learning (see Home Learning policy).
- Assessment will be used to inform planning and support students to make progress.
- Have high standards of professional conduct that include good timekeeping, maintaining positive professional relationships with colleagues and students and engendering the highest expectations of students.
- Respond skilfully to the specific learning styles, additional educational needs and social and emotional needs of all students – all students have a right to learn.
- Employ a range of appropriate resources including new technologies that will engage and motivate learners.
- Teachers should clearly promote appropriate discussion about the subject matter they are teaching.
- Use Teaching Assistants expertly to support the above aims.
- Use our Language for Learning.
- Use our core values to underpin a positive ethos that supports outstanding Behaviour for Learning (BfL), (see separate Behaviour and Rewards Policy).
- Reward and celebrate the successes of all learners using our rewards system.
- Help students develop their key skills in literacy, numeracy and ICT.
- Continually reflect on their practice in order to improve their effectiveness.

Student initials		Differentiation Know the SSPs			
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
		Resources Handout or Overlay	Seating or Grouping	Content or Task	Assessment Extra Time/ Reader/Scribe
A	D				
Differentiation Overview					
Group		Lesson Context / SoW		Updated	