



Kingsdown Secondary School

Teaching & Learning Policy

Aims

- To provide a safe, stimulating learning environment for all learners and teachers;
- To enable learners to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- To support pupils to become independent learners
- To provide a broad, balanced and relevant curriculum broadly in line with the National Curriculum and exam board specifications that will motivate, engage and challenge learners whilst also equipping them with the skills required on leaving school;
- To set high expectations for all learners in order to raise their aspirations
- To enable learners to achieve positive the positive outcomes identified in the Every Child Matters Agenda.
- To raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan lessons which conform to the Kingsdown Good Lesson statement (Appendix A) and which therefore:-

1. allow learners to progress in their learning;
2. state the objectives clearly;
3. use a clear three part structure, namely starter, development of learning objective and plenary, when appropriate;
4. Which use plenaries to summarise learning, and help learners to understand how to improve;
5. Which are carefully matched to pupils' NC levels and ensure pupils know where they are at in the learning and know what they need to do to improve and what their targets are.
6. Which allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
7. are differentiated for varying needs by task, resources, outcomes and/or method;

8. use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the learners;
9. provide pace and challenge for all learners;
10. use effective questioning to direct and challenge learners;
11. incorporate the school's Literacy, Numeracy and ICT Policies;
12. meet external requirements;
13. are informed, when appropriate, by liaison with feeder referrers and
14. are enjoyable and interesting.

Wherever possible Kingsdown aims to foster an integrated approach to learning which supports pupils to make sense of their learning and which provides opportunities for reinforcement of skills and the application of knowledge in varied contexts.

b) Teaching styles

Teachers should use teaching strategies (see VAK prompt list) which:

- Allow learners opportunities to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
- use visual cues for all learners especially those with ASD
- Allow learners to work both independently and collaboratively, and which contribute to one another's learning
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy;
- Use topics which are relevant and within learners' experience;
- Use others to deliver the lessons (e.g. other learners, auxiliaries, outside agencies).

c) Assessment, Recording and Reporting (See Policy)

Teachers should:

- Assess learners' work regularly according to the school assessment policy;
- Ensure pupils are aware of What Went Well (WWW) and how to improve to the next/target level (EBI):
- Use analysis of assessments to inform their teaching and support learners' progress;
- Use data to ensure learners are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff within school of learners' progress or underachievement.

d) Learning Support

- Teachers and Teaching Assistants should:
- Work together at all times and plan how best to support pupils' learning in every lesson
- Use best practice to support independent learning as far as possible
- Be aware of the specific learning needs of their learners e.g. literacy, dyslexia, gifted and talented;
- Share information and experience about the needs of individual learners;
- Use IEPs and other pupil plans as working documents.

e) Continuous Professional Development

We aim to encourage our workforce to:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Visit other settings in order to develop their professional practice
- Discuss teaching and learning at Staff Meetings and Debriefs in order to share good practice; and
- Contribute to their own CPD

Learning

Learners should:

- be prepared for lessons;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct;
- take responsibility for improving their own learning;
- make every effort to become more independent in their learning
- ask for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Adults at Kingsdown Secondary School are

“Responsible for the progress of learners in their classes and for self-evaluating their own professional development; evaluating the quality of teaching and standards of learners' achievements and setting targets for improvement.

We seek to achieve this by:

- Self-evaluation of own subject knowledge and understanding of educational initiatives;
- Self-evaluation and reflection on the quality and effectiveness of own teaching and classroom management;
- Tracking and Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- Encouraging and developing the ability of learners to evaluate and take responsibility for their own learning;
- Using peer/colleague support to aid self evaluation and identify good practice and areas for improvement
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Undertaking a regular programme of lesson observations and Learning Walks in order to identify areas of strength and weakness, to inform policy and practice and the School Improvement Plan.
- Implementing a robust Performance Management Policy
- Monitoring learners' achievements by regular sampling of classwork, learners' responses and attitudes in order to ensure quality, consistency and to implement strategies for improvement.

APPENDIX A

A KINGSDOWN 'GOOD' LESSON

- Evidences teacher and TA high expectations of learning and behaviour
- Evidences 'modelling' of desired attitudes and approaches
- Is part of a clear sequence which has a well understood aim
- Has explicit lesson objectives which are understood by all
- Is interesting and relevant – (exciting and imaginative)
- Is well structured
- Uses a good variety of resources and activities
- Checks pupil understanding at every stage
- Is clear about what is expected of pupils and what they have to do
- Has good pace
- Is differentiated according to pupils' IEPs and individual targets
- Takes account of different learning styles
- Offers plenty of verbal feedback to pupils
- Shows evidence of developmental marking
- Plans to use teaching assistants appropriately
- Uses the school's agreed behaviour management policy and techniques
- Has an emergency back up ready
- Provides evidence of pupil engagement and progress.
- Shows all groups are making progress and the gaps are narrowing
- Evidences appropriate cross curricular themes eg literacy, numeracy, SMSC, safeguarding.

APPENDIX B

VAK Activities- INSET 6.1.14

Visual

- Learning environment
- You Tube –poetry, science
- IWB – powerpoint, animations
- Films
- Mind maps
- Role Play/drama
- Board games
- Trips
- Colour
- Motivational images etc in starter
- Good picture - image
- Demonstrations

- Symbols
- Tablets
- Graphic novels/comics

Auditory

- Tablet/I-pad to read.
- Short videos and clips
- Audio files/books
- Listening comprehension
- Radio
- Recording themselves and self/peer assessment
- Listening to pre recorded stories
- Listening to music
- Guest speakers
- Listening to instruction and following them
- Mnemonics
- Rapping

Kinaesthetic

- Manipulating solids
- Constructing/making/cutting
- Incorporating textures
- Puzzles
- Dance/drama
- Creating powerpoints
- Demonstrations
- Pupils using IWB
- Movement
- Brain Gym
- Practical tasks –outside, measuring, cutting
- Tactile/sensory prompts
- Games
- Sorting and matching
- Food – illustrate science, maths

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Next review Jan 2016