

Kings Langley School



Teaching and Learning Policy

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A Policy Title: Teaching and Learning Policy

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

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We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B Rationale:

- To clarify the minimum standards for effective practice to enable all students to make progress, in a safe and stimulating environment
- To provide a framework for staff to reflect and develop practise

C Purpose:

- To provide consistency across the school
- To ensure all stakeholders adhere to our expectations and commitment to teaching and learning
- To constantly strive for outstanding practise
- For all students to achieve their potential by receiving high standards of teaching and learning
- To ensure that standards of teaching and learning promote our stated aims of developing personal attributes in all students.

D Guidelines:

1. Establish a culture of sharing good practices and moderation to develop practice and achieve consistency within teams or with other colleagues.

2. Ensure other moderation and monitoring by colleagues and leadership takes place through a range of different strategies such as lesson observations, learning walks, book scrutinies and results in feedback and guidance which is recorded appropriately.
3. Senior leadership team (SLT) and learning area leaders (LAL) through line management meetings, should ensure that data analysis, DIPs, schemes of work (SoW) and subject area information are in place and kept up to date.
4. To ensure homework is set according to the timetable whilst being a valuable activity which challenges students' learning.
5. For regular feedback and marking to take place enabling students to make progress and develop their own learning.
6. To ensure that assessment takes place regularly, is moderated across teams and gives accurate data for tracking and reporting purposes.
7. Regular analysis to include a variety of models including SIMS data analysis, pupil voice, assessment data and resulting in an evaluation with further actions.

Specific guidelines where performance does not reach teacher standards*:

Any concerns that arise should be raised promptly with the staff member by the line manager and addressed where possible. If the issue persists, leaders should take the opportunity of setting performance management targets related to the issue and offer support, guidance and training where required.

School guidance and protocols:

This is the school guidance and protocols. They should be reflected in Learning Area (LA) and/or Subject Area (SA) linked policies and procedures, and read in conjunction with them.

Schemes of work:

- SoW should be available for all staff and an overview should be on the school website and on the Learning Area's Moodle area.
- Schemes of work should include:
 - Teaching time
 - Learning objectives
 - Key topics and activities (make clear what is non-negotiable)
 - Differentiation, including challenge particularly for the more able
 - Homework activities
 - Assessment
 - Links to literacy including key terms, numeracy, ICT, key skills
 - Risk assessments where required

Planning:

- Teacher planning should link to the directed SoW.
- Methods in which staff plan are individual. For example: paper planner, e-planner.
- Where there is evidence of planning not taking place or planning is not having the appropriate impact in lessons, the specific guidelines* be followed.

Teaching:

- We expect our staff to act as role models for our students and therefore demonstrate high expectations and aspirations.
- As with students, we expect all staff to deliver their best in the classroom.

Marking and feedback:

- Marking, generally means feedback and should take place every two weeks (or at least every 6 lessons).
- Not all work has to be marked but certain key pieces should be identified for marking within the two weeks. This can be homework or classwork.
- Remember feedback can also be verbal but should be recorded through use of the verbal feedback stamp.
- Feedback should include some of the following elements which are:
 - differentiated/ personalised, which should incorporate challenge
e.g. different comments for students, different follow up tasks
 - student action and/or response
e.g. student to correct a question, re-write a paragraph, write out a spelling
 - positive mindset/ affirmation *e.g.*

For Communicating High Expectations

- I **know** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

- For further information, please refer to the Marking and Assessment policy.

Homework:

- This should link to SoW and should follow LA or SA policies.
- Homework should also be differentiated, where possible.

Summative Assessment

- Summative assessment should take place in all year groups prior to the reporting process and be in line with the school assessment calendar.
- For further information, please refer to the Marking and Assessment policy.

Moderation

- Moderation should apply to all feedback *e.g.* marking (consistency of levels/grades, rewards and sanctions, presentation and expectations etc); assessments and controlled assessments.
- This should happen regularly in learning/ subject areas as well as ensuring that allocated INSET time is used fully (1 collapsed INSET day = 5 hours)
- Moderation of controlled assessments should be completed and follow the Controlled Assessment policy.

Analysis and Evaluation

- Analysing of data should happen regularly and be in line with the school assessment calendar.
- Analysis should lead to identification of key priorities and subsequent actions, which should be shared with all subject staff.
- These should also be shared with other middle and senior leaders, so that a whole school overview can be seen and common priorities can be addressed.
- These actions should be reviewed and the evaluation should feed into the next cycle.

Monitoring

- Monitoring should take place regularly, both formally and informally by colleagues and leadership staff.
- Where monitoring highlights an issue, the specific guidelines* should be followed.
- For further information, please refer to the Marking and Assessment policy.