Teaching and Learning Policy

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CURRICULUM AND PEDAGOGY

Teaching and Learning Policy

Teaching and Learning at Kings Langley School (KLS) will be purposeful and academically rigorous. There is a shared clear understanding of the curriculum as the foundation that enables all students including those who are disadvantaged and or have special educational needs and disability (SEND) to achieve their best.

This policy will seek to detail the core principles of how we plan, deliver and evaluate the impact. It will explain the importance of how character development underpins our curriculum and teaching expectations. We believe that the development of students' character is fundamental to their ability to flourish in all areas of life, which leads to fulfilling and happy lives. We promote our core character traits of stick-ability, self-regulation and empathy, as research suggests that these values have the greatest influence on attitudes to learning and in accessing the curriculum. There is an expectation that staff, governors and parents/carers will display, encourage and develop these, in parallel with students, as part of their conversations, actions and experiences.

Teaching & Learning Principles

We believe that to unlock the potential of every child we need to harness high energy from students; nurturing a love of learning and to translate into impact.

1. At KLS we will support students to make connections in knowledge across the curriculum. We will ensure we address misconceptions within our curriculum to develop strong schema.
2. Our exposition of teaching and learning is to scaffold knowledge through literacy to empower our students to sound like historians, geographers, scientists etc.
3. At KLS metacognition underpins teaching and learning to enable students to have an awareness of their journey through our curriculum; reflecting on conscious learning to empower our students to consider what they could do differently and gain independence over time.
4. We have a granular approach to feedback encouraging our students to 'grapple' with knowledge giving genuine praise and recognition to celebrate how far they have come.
5. At KLS we have a taxonomical approach to formative and summative assessment; building on prior knowledge and students positioning themselves on the KLS curriculum (learning) journey.

All staff will strive to ensure they facilitate the principles.

1. Teachers know their curriculum, sharing their expert knowledge and a love for their subject.
2. Teachers are experts in scaffolding knowledge for all students to access the top.
3. Teachers have an ingrained, reflective attitude towards their teaching practice and student outcomes.
4. Teachers create a constructive and safe environment for learning where students can take risks.
5. Teacher feedback is constructive, granular and purposeful and celebrates successes over time.

Inspiring Everyone To Grow – Our Approach to Pedagogy & Curriculum

'We need to break the glass ceiling which surrounds great teaching so that we can all aspire to it and see it is achievable. We need to foster a growth culture which is founded on the belief that all of us can improve.' *John Tomsett 'Creating a culture for truly great teaching'*

The focus is on 'getting better' rather than 'being good'; **'Improving not proving'.** *Chris Moyse*

In order to embed and secure life-long learning for teachers we aim to personalise effective pedagogy in their teaching. This means pedagogy informed by research and best practice adapted for the needs of our students. We encourage staff to engage with education research, and we promote research-informed practice through continuously building a culture of open-door classrooms, high quality staff Career Professional Development (CPD), Coaching pairs using WalkThrus, Lead practitioners, T & L bulletin, and our T &L SharePoint site. Staff are given one

CPD lesson per fortnight to engage in their coaching pairs/trios and develop an 'improve' not 'prove' model to their professional development. Our intent is to develop teaching mastery through the principles above.

Developing a Model for Quality Improvement

Our strength is in our collaboration and our continuing drive for the best possible education for all our students. We serve our community with a drive and determination that strives for higher expectations and better life chances. In light of this, we combined our thinking around curriculum, pedagogical development and subject knowledge development, in order to create the quality improvement focus.

The focus aims to bring together all of our expertise and thinking around a certain area. This allows the quality assurance process to be fair, rigorous and ensures a clear whole school approach to improvement. The focus area will be broad in nature, allowing the nature of the strategies used to develop that focus to be subject or phase specific. This will ensure that the pedagogical strategies are tailored to the curriculum and to the students. It relies on expert teacher knowledge, something which pedagogical CPD aims to foster.
The benefits of the focus area approach are as follows:
- Evaluation of a focus across the school would ensure for a more cohesive experience for students
- Reduces the feeling of working in isolated faculties or phases – opportunities to foster integration of subjects/phases
- CPD would be less tokenistic – the strategies would not be prescribed at a whole school level, but would rather consider the nature of the curriculum and of the students' knowledge in that domain.
- There would be WalkThrus underneath each of the focus areas as outlined in the Teaching & Learning Repertoire, which would enable staff to proactively engage with them, so that they have greater ownership in the journey of their own development.
- The WalkThrus could also be directive and used to support staff to meet the minimum expectations of the teaching and learning repertoire.

As our Academy continues to develop and evolve, the focus area ensures that the curriculum, the pedagogy CPD and the subject domain CPD work together to create the most effective educational experience for our students.

Teaching & Learning Repertoire

The repertoire is a guide to teaching strategies that underpin the CPD and Personal Development (PD) provision at KLS. These strategies are the tools teachers can use to ensure we are focusing on the area identified through the School Development Plan (SPD) and student outcomes enabling us to improve the quality of teaching and learning specific to our school.

1. Quick Start (PI: 1, 10)

"We ensure students have a quick and focused start to lessons, and we use this time for recap and retrieval practice"

2. Learning Intentions (PI: 2)

"We ensure students are clear about what they are learning within each lesson"

3. Teacher Input (PI: 2, 3, 4, 6)

Teachers can use a mixture of any of the elements below

3a. Teacher exposition (PI: 2)	3b. Modelling (PI: 4)	3c. Questioning (PI: 2, 3.6)
"We are experts who explain knowledge and complex ideas to our students, so that they can understand and remember them"	*"We model solutions, and show step by step how to apply knowledge and skills, whilst communicating our thinking process that are behind our decisions"*	*"We ask questions to check students' knowledge and understanding, stretch students' thinking and help us understand how to adapt our teaching"*

4. Student Activity (PI: 5, 6, 8, 9)

Students must be given time for independent practice and this should be challenging, though scaffolding should be given if required

4a. Scaffolding and Challenge (PI: 4, 8)	4b. Guided Independent Practice (PI: 5, 9)	4c. Mode Activities (PI: 6, 9)
"We have a deep understanding of our subject knowledge and are able to challenge all students' thinking, whilst scaffolding the learning for students that require it to reach the best outcome"	*"We provide significant time for students to independently practice, guiding them and supporting them as they make progress"*	*"We provide activities that are rich, challenging, motivating and multi-faceted to develop the whole child with the maximum level of knowledge and cultural capital"*

5. Assessing Progress and Feedback (PI: 6, 7)

Teachers can use either or a variety of the elements below

5a. Feedback and Misconceptions (PI: 6)	5b. Assessing Progress (PI: 6, 7)
"We regularly check the impact of our teaching, plan to address students' misconceptions and use this to provide live feedback to students and adapt our practice"	*"We ensure we know what students know and understand before leaving the classroom, so that we can plan future learning"*

6. Ending in Style

"We ensure students leave lessons promptly in a calm, controlled and composed manner"

The SDP is reviewed regularly to inform the foci for the following academic year. This informs the Coaching WalkThrus resources and Teaching & Learning briefings.

KLS Teaching Repertoire and WALKTHRUS 1/WALKTHRUS 2/WALKTHRUS 3

Classroom Culture

- Positive relationships
- Establish your expectations
- Signal, pause, insist
- Positive framing
- Rehearse routines
- Choices & consequences
- Assertiveness
- Gather around: Demonstrations and stories
- Keeping on task
- Silence is golden
- Transitions between activities
- Lesson disruption
- Perspective: The dot in the empty square
- Front loading behaviour management
- Seating plans
- Build a vocal repertoire
- Certainty vs severity
- Modelling mindsets
- Pastoral conversations with visual records
- Repair and rebuild

Quick Starts

- Getting lessons started

Teacher Exposition	Modelling	Questioning
• Deliver core; signpost hinterland • Deliberate vocabulary development • Big picture, small picture • Giving a practical demonstration • Dual coding: Diagrams • Analogies • Compare, contrast and categorise • Off piste • Giving an explanation • Examples and non examples • Sequences, causes and consequences • Predict and verify • Chunking	• Worked examples & backward fading • Dual coding • Abstract models with concrete examples • Live modelling • Metacognitive talk • Set the standards • Concrete examples • Building fluency • Exemplars • Dual coding: Mapping • Advance organisers • The creative writing process • Writing: Developing academic voices • Graphic organisers: Kernel sequences • I do, We do, You do	• Cold calling • Think, pair, share • Show me boards • Check for understanding • Probing questions • Process questions • Quizzing • Elaborative interrogation • No opt out • Hands up for asking or ideas • Randomised questioning • Normalise error and uncertainty • Multiple choice questions • Cold call variations

Scaffolding and Challenge	Guided Independent Practice	Mode B Activities
• Pitch it up • Tiered questions and problems • Scaffolding • Teach to the top • SEND: Aim high, plan support • SEND: Addressing cognitive difficulties • Thresholds and pathways • A ladder of difficulty • Teaching assistants: Working in tandem	• Rehearsal & performance • Guided practice • Independent practice • Make everyone think • SSDD synoptic practice questions • A repertoire of retrieval routines • Consolidation • Sustained independent practice	• Collaborative learning • Homework as guided study • Enquiry projects • Open response tasks • Independent learning: Pre-reading • Hands on • Self directed learning • Play detective • Ambiguity and uncertainty • Independent learning: Video tutorials • Activity rotations • Creativity: Opportunities for choices • Creativity: Opportunities to experiment • Play in practice • Role plays and simulations • Deep end • Keep it real: Authentic products

Feedback and Misconceptions	Assessing Progress
• Head on misconceptions • Feedback that moves forward • Feedback as actions • Whole class feedback • Redrafting • Selective marking • Spot your mistakes • Success criteria • Short feedback loops	• Weekly & monthly review • Make everyone think • Assessment: Test design • Assessment: Triangulate the data • Adaptive online assessment platforms • Comparative judgement • Strategies to check for understanding • Assessment for student agency • Formative use of tests

KLS Teaching Repertoire and WALKTHRUS 1/WALKTHRUS 2/WALKTHRUS 3

• C.R.A.F.T feedback time	• Assessment portfolios

Ending in Style

- Ending lessons: The last 10 minutes

Curriculum/Lesson Planning

• Designing a knowledge-rich curriculum • Sequence concepts in small steps • Coherent mapping • Blend knowledge & experience • Trivium in practice • Mode A: Mode B • Diversity: Ways into curriculum building • Authentic connections • Themes and topics • Learning objectives vs tasks	• Responsive lesson planning • Textbooks and workbooks • Museum/gallery visits • Online class forums • Big questions • The museum curation analogy • Interdisciplinary units • Principles of curriculum implementation • Types of subject knowledge

Reading	Oracy
• Plan for reading • Pre-reading instructions for complex texts • Whole class reading routes • Developing reading fluency • Summarising academic reading • Building a culture of reading • Accountable independent reading (AIR) • Close reading	• Say it better again • Peer supported retrieval • Oracy: Debating • Oracy: Talk for writing • Oracy: Instructional inputs • Practise explaining • Oracy: Public speaking • Oracy: Presentations • Oracy: Recitation and performance • Class discussion • Show call • Scaffold verbal responses • I say, you say: My turn, your turn

Revision and Exam Preparation

- Using a knowledge organiser
- Flashcards
- The FACE it revision model

The Taught Curriculum

Intent:

- Plan the curriculum in collaboration with colleagues in subject teams.
- Follow and implement carefully developed subject curriculum maps effectively.
- Reflect and feedback to the department about misconceptions, particularly successful pedagogical strategies and ideas for curriculum development through iterative teacher reflection.
- Curriculum maps are well sequenced and enable students to know more and remember more through interleaving and spaced practice.
- Annotate curriculum plans for reflection purposes.
- Share learning intentions and/or success criteria during the lesson or over a series of lessons.
- Teach to the top and scaffold up to enable all students to have access to the curriculum.
- Promote the power of reading and develop the oracy skills of students.
- Develop the character of our students alongside their academic achievement.
- Use highly effective questioning.
- Develop their subject knowledge and use this to bring the curriculum alive during delivery.
- Provide adequate time for practice to embed students' knowledge and understanding.
- Introduce subject content progressively and constantly demand more of students.
- Promote career opportunities during their learning journey.
- Enable students to respond effectively to the feedback.
- Deliver an ambitious curriculum that stimulates and inspires a passion in all students, owning their own learning through meta-reflection.

Implementation:

At Kings Langley School we have a comprehensive Teaching and Learning Repertoire founded on the research-based books "The Principles of Education" by Barak Rosenshine and "Teach Like a Champion" by Doug Lemov. Teachers use the Teaching & Learning repertoire and WalkThrus to develop their pedagogy and practice which is split into four pillars: Consistency & Embedding norms; Subject Knowledge and Pedagogy; Assessment, Feedback and Marking; and Scaffolding & meeting the needs of individual students. This sits on the foundations of Literacy/ Oracy, Numeracy and STEM. Teachers consider how students can commit the new knowledge and information to their long-term memory and then are able to retrieve it at the required times by using the "Information Process Model" by Daniel Willingham 2010.

The six stages of our learning structure of lessons are based on Rosenshine's principles of instruction which lead to outstanding lessons when delivered appropriately. Within some stages there are several elements, but not all the elements are necessarily required within a single lesson.

The quick start and ending in style stages are compulsory elements of all lessons at Kings Langley School because it feeds into our behaviour and assessment processes– **the rest is up to the teacher's discretion** as they will design lessons and use the elements from the repertoire as appropriate. This will allow the best teaching of the knowledge and skills for that topic to ensure the lesson meets the intent and implementation of our curriculum.

In lessons at Kings Langley School we encourage use of research-informed strategies such as, but not limited to, the KLS teaching Repertoires.

Evaluating the Impact of the Taught Curriculum

Whole School Monitoring

The effectiveness and delivery of our ambitious curriculum is reviewed through our fortnightly monitoring. There are two monitoring structures, 1) Pastoral Leaders/Pastoral and 2) Subject Leaders /Academic. This allows us to measure

the impact of our curriculum intent. Ensuring no groups of students are missing out on a broad, balanced, well thought through and delivered curriculum. Middle and senior leaders have clear roles to jointly lead and support their pastoral and departmental teams at all stages in the process. Activities are designed to challenge and enable consistency, celebrate good practice and firmly establish a school-held belief that we all should have the very highest expectations for all our students.

Subject Support Cycle (SSC)

Subject Support Cycle involves gathering evidence on the curriculum intent, implementation and impact over the subjects offered across Key Stage (KS) 3, 4 & 5. This is in collaboration with leaders, teachers and students. The intent of the Subject Support Cycle is to provide a CPD experience for middle leaders and seek to analyse and establish a coherent evidence base on the quality of education at Kings Langley School. This information updates department Self Evaluations Forms (SEF) and SDPs ensuring identified priorities are accurate and having impact by meeting the needs of our students. The SSC assures Senior Leaders that the quality assurance of PL and SL in our monitoring structure are in alignment with the SSC (Subject Support Cycle) report.

Observing Teaching

All teachers are provided with opportunities to support their professional development through our 'Inspiring everyone to Grow' model and an open-door culture is encouraged to allow teachers to 'drop in' to any member of teaching staff to explore and share good practice. Senior and middle leaders are accountable for the quality of teaching and learning in the school and undertake regular observations to inform the process of self-improvement.

Observing teaching can be undertaken for a variety of purposes:
- as part of the appraisal process
- as part of our coaching CPD model
- the implementation of medium and short-term plans
- for peer and self-improvement
- as part of Newly Qualified Teachers/new staff induction
- for whole school monitoring
- for departmental/pastoral support cycles
- for Continuing Professional Development e.g. as part of action research.

Individual lesson observations are carried out within a culture of professional dialogue about learning and teaching whatever the purpose or focus.

Learning walk drop-ins

Learning walks are also a part of our evaluation process. These are shorter, less formal forms of observations for purposes such as monitoring students and the progress of different groups. These learning walks would be for less than half the lesson and student/teacher performance is recorded as a 'drop in' on MS Forms. Learning visits may be at any time:

• For purposes of action research;
• Subject support cycles and whole school monitoring periods there will be a specific focus;
• SLs/PLs will arrange on their Line Managers.

Student Focus Group/questionnaire

We believe that all students are entitled to contribute actively in shaping their educational experience they and their fellow students receive. Through our Subject Support Cycles student groups are used to evaluate their learning experience. Our students and school council support our ethos that students are empowered to give their opinions

and suggestions in an open, honest, secure yet constructive way. Student focus groups should be a cross section of a class of year group to gauge a wide variety of views.

Work Scrutiny

Students' books/work will be scrutinised to help gauge the quality of teaching, learning and progress over time preferably with the student so that a full understanding of their learning is provided in context. When evaluating books, we look for the following:

• Does the work match the curriculum plan and expectations?
• Is the work well sequenced that enable the student to know more and remember more?
• Feedback is regular in line with the Assessment and Feedback Policy, but more is importantly impactful.
• Clear guidance on what to do next to extend learning.
• Students meaningful response to feedback.
• Literacy and numeracy skills across the curriculum is promoted.
• Effective self and peer assessment.

For further information on our curriculum please see the Curriculum Policy, the Assessment and Feedback Policy and Homework Policy.