



**Kings Langley School**

Unlocking Potential for Life

# Teaching and Learning Policy

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## 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 is 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 StepLab, 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 spotlight.

The spotlight aims to bring together all of our expertise and thinking around a certain focus. This allows the quality assurance process to be fair, rigorous and ensures a clear whole school approach to improvement. The spotlight will be broad in nature – it allows for an area of focus, and will allow 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 spotlight 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 Action Steps underneath each of the spotlight foci & KLS Teaching & Learning Pillars, which would enable staff to proactively engage with them, so that they have greater ownership in the journey of their own development.
- The actions steps could also be directive and used to support staff to meet the minimum expectations of the Rubric.

As our Academy continues to develop and evolve, the spotlight 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 Framework

The Framework 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 spotlights identified through the School Development Plan (SPD) and student outcomes enabling us to improve the quality of teaching and learning specific to our school.



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

## 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 Pillars to develop their pedagogy and practice which is split into four pillars: Learning Behaviours; Subject Knowledge and Pedagogy; Assessment and Feedback; and Stretch and Challenge. 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 Session 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 SSS (Subject Support Session) 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 visits**

Learning Visits 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 Steplab. 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 on an open, honest, secure yet constructive way. Student focus groups should be a cross section of a class or 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.