

TEACHING AND LEARNING POLICY

Statement of Intent

The first statement of the aims of Katharine Lady Berkeley's school is to ensure that students are happy at school where they can be inspired to do their best as confident learners in an emotionally and physically safe environment.

This policy covers teaching and learning in its broadest sense: personal; social; academic; practical; physical. Through the development of these aspects of learning, we aim to enable all students at this school to become successful learners, confident individuals and responsible citizens.

We expect all teachers to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning. Across the curriculum, three distinct but inextricably linked aspects to learning will be evident:

- The development of attitudes and attributes to support young people to be, for example: determined; adaptable; confident; risk-taking; enterprising.
- The development of skills, for example: literacy; numeracy; ICT; linguistic; technological; investigative; artistic and musical
- The development of knowledge and understanding, for example: scientific; cultural; historical; geographic.

In order to inspire students, we also recognise the importance of developing teachers as learners through their own professional development in order to ensure that we continually monitor, review and develop our own practice.

The policy consists of our guiding principles of effective teaching and learning, a list of the key features of effective teaching, as well as our aims.

Guiding Principles

There is no prescribed way of teaching at KLB, but teachers are guided by our key principles:

- KLB start to lessons
- Clear and measurable learning intentions
- Check for understanding and respond appropriately
- Provide clear and meaningful feedback that helps learners to move forward
- Provide opportunities for self and peer assessment to help learners make progress
- Create resilient and independent learners
- Excellent classroom management

Procedure

Teachers will:

- Plan lessons that allow all pupils to make progress, using department schemes of work and Examination Board specifications
- Ensure that they have superb subject knowledge to stretch students
- Plan lessons using a range of teaching styles and skills to meet the needs of all

- Plan opportunities for self and peer assessment to encourage independence
- Ensure a 'KLB start' to lessons; arrive on time, greet pupils at the door, have a 'do it now' task or starter activity for pupils to begin immediately and take the register within the first 10 minutes of the lesson
- Engage pupils with clear aims for the lesson which enable pupils to make links to prior and future learning
- Activate prior knowledge and experiences using (ideally) pre planned questions
- Use positive behaviour for learning strategies with a classroom ethos of praise and encouragement. The school behaviour policy and appropriate department policies should be followed for behaviour management
- Involve students in establishing success criteria
- Provide structured activities to enable students to work collaboratively and independently
- Ensure all pupils contribute to the lesson and are involved in feedback
- Provide opportunities for pupils to speculate, investigate and make mistakes
- Share student work, both finished and in progress and discuss the content
- Provide opportunities for pupils to refine their work
- Model skills needed for success
- Check for understanding at key points in the lesson and adapt teaching as appropriate
- Plan opportunities for pupils to reflect on key questions and to develop their own ideas and views
- Provide thorough feedback on progress and ensure pupils understand how to improve
- Provide opportunities in lessons for pupils to reflect on their learning, individual achievements and consider how well they have met the learning intentions and/or their targets
- Encourage pupils to be aspirational and support them in planning their next steps
- Provide regular and meaningful homework according to the homework timetable
- Have high expectations of all students and groups
- Ensure all students can access the curriculum , through methods such as scaffolding, choice and challenge activities, to accommodate the needs of all learners
- Use teaching assistants and other adults effectively
- Ensure the learning environment is tidy, safe, appropriately resourced and that attractive and relevant wall displays are apparent.

We aim to ensure that pupils are:

- Excited and inspired by learning
- Creative and independent in their learning
- Aware of the importance of metacognition in their learning
- Resilient and develop good work habits that maximise time for learning
- Secure and safe in their working environment
- Able to form good relationships with their peers and adults
- Respectful of the feelings and opinions of their peers
- Proud of their achievements and take great care with the presentation of their work

Monitoring, evaluation and review

Aims

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teaching Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff

Heads of Department and SLT will be well-informed about the school's teaching and learning strengths through ongoing SLT and HoD lesson observations, learning walks, work scrutiny, appraisal and pupil voice. External judgements, such as those made by OFSTED and the School Improvement Partner, will also contribute to the evaluation of the quality of Teaching and Learning. These judgements will be shared with the Governing Body. The

review and self-evaluation processes will consolidate strengths and effect any necessary improvements in the quality of teaching and learning.

SLT

Heads of department will review with their SLT link and departmental team the quality of teaching and learning in their department. This review will be based upon lesson observations; achievement and attainment data; learning walks, work scrutinies and pupil voice. Performance management targets and CPD will be informed by this.

SLT will review annually the quality of teaching and learning across the school through department and year reviews and achievement and attainment data.

The policy will be reviewed every two years by the Governors' Teaching and Learning Committee.

Related policies:

Curriculum policy

Special Educational Needs & Disability

Single Equality Scheme

Homework Policy

Assessment and Reporting Policy

Reviewed by Teaching and Learning Committee: June 2023

Approved by Full Trustees: July 2023

Review: June 2025