



KINGSDOWN SCHOOL

Teaching & Learning Policy

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Section 1 - Policy

1. Policy Rationale

Learning is our core business. The purpose of this policy is to ensure that great teaching is put at the heart of what we do every lesson every day such that learners are provided with and encouraged to achieve high quality outcomes. We recognise that all students have special skills, abilities and aptitudes and all have an entitlement to access a challenging, rich and relevant curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.

Effective teaching can be defined as that which leads to improved student achievement using outcomes that matter to their future success.

This policy is based on the basic belief that everyone's intelligence can be grown or developed with persistence, effort and a focus on learning.

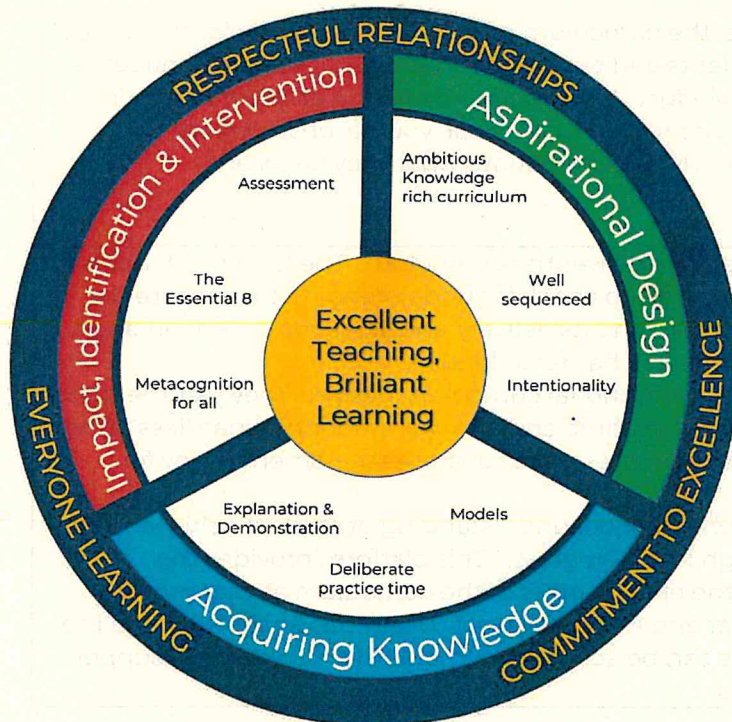
2. Policy Aims & Expectations

Lessons are centrally planned by departments, so that:

- All resources are available for every lesson for every teacher.
- Teachers have a plan for every lesson, which shows them what to teach, and why.
- Teachers can be directed or allowed by subject leaders to change the lesson in order to meet the needs of their class.

Curriculum Design and the delivery of lessons will follow the Excellent Teaching... Brilliant Learning framework:

Curriculum Design



ETBL	Rationale
Ambitious Design	<p>The right knowledge and skills are carefully selected to ensure students have access to a breadth and depth of the identified curriculum. This knowledge is then sequenced to ensure the building blocks are firmly in place, allowing students to master the subject knowledge to apply this into new and prior contexts.</p> <p>To ensure our students know and remember more, the curriculum knowledge and skills are interleaved and the learning is spaced at intervals using the Forgetting Curve to force students to place the right knowledge into their long term memory.</p> <p>From the long-term intent of the curriculum over 5 years, through to the identified year plans, sequencing of themes and topics, individual lessons and the chosen tasks - there is a clear intention behind every aspect of the curriculum for every department. The students understand and value the learning journey and why each and every task leads to them knowing and remembering more.</p>
Acquiring knowledge	<p>The curriculum offers models of standard and excellence so that students are clear of what is required to be successful learners. These are taught explicitly and are used as a reference point to support student achievement.</p> <p>Explanations and demonstrations are scaffolded to support knowledge acquisition at a pace that is right for all students. This is called the 'I do' phase: the teacher explicitly explains and demonstrates the knowledge to be learned, showing why this is important, how it fits into the bigger picture of learning and the skills and abilities this knowledge gained will lead to.</p> <p>Following the 'I do' phase, the curriculum offers the opportunity for the 'we do' phase. This is where students and teachers work together to gain confidence in applying the new knowledge. At the point where students are secure in their knowledge, the teacher moves to the final 'you do' phase where the students work independently to demonstrate what they know and understand.</p>
Impact, identification and intervention	<p>The Essential 8 is how teachers deliver the curriculum. The Essential 8 has two core purposes: teachers are able to check for understanding to measure the effectiveness of the curriculum and its delivery and students are encouraged and motivated to think and work harder in lessons.</p> <p>Assessments are part of the intentional curriculum design. They test the right knowledge and skills at the right time and allow all students, regardless of key characteristics, to accelerate progress. See separate assessment policy for further details.</p> <p>Data is tracked to allow whole school understanding of student achievement and this is tracked through Pupil Progress. This platform provides the opportunity to measure the effectiveness of the curriculum at year group, department, class, teacher and individual level. Using this analysis of data the appropriate interventions can be actioned; curriculum changes, class support, gap-closing interventions</p>

Delivery of the Curriculum:

Kingsdown Learners always follow the **Essential 8** in their lessons and Home Learning.

The Essential 8 is a tool kit for teachers to deliver the curriculum and an expectation of students that they are ambitious for their knowledge and skill development and take responsibility for their learning. It ensures that recall, retrieval and review of learning lies at the heart of our lesson sequences and allows assessment of the planned curriculum. It allows for the highest of expectations from our students that they will work hard in and out of lessons.

The Essential 8 Students' Guide



Kingsdown learners: we always

- 1 **SLANT:** sit up, listen, answer questions, never interrupt, track the speaker (look at them)
- 2 **DNA:** come in and start our task straight away. Use knowledge from our previous lessons
- 3 **Cold Call:** use thinking time and answer when the teacher asks us a question; no hands up
- 4 **Right is Right:** listen to the subject specific language and practise using it in our spoken and written answers
- 5 **Silent Solo:** work on our own and in silence for the whole of the task. Work to the best of our ability
- 6 **Tracking not watching:** use the feedback that is given to us as our teacher walks around the classroom
- 7 **Show Call:** watch the improvements being made on the screen and add it to our work to improve our performance
- 8 **Home Learning:** complete the tasks set and ask questions in advance of the deadline when unsure



Quality Assurance of Teaching and Learning

At KDS we quality assure the curriculum and teaching and learning through continuous learning walks, work reviews and 3 cycles a year of curriculum audits and home learning reviews. The Heads of Department and SLT ensure there are continuous learning walks and work reviews and the information collated from these form part of our Restless Teacher Programme.

The Restless Teacher Programme encourages teachers to be ambitious for their own professional development. Self-evaluation of feedback from learning walks, work reviews, home learning reviews, student voice and a reflection of progress data trends lead teachers, Heads of Department and SLT to identify areas for professional development to improve practice and outcomes for students. A commitment to on-going personalised professional development, linked to appraisal priorities supports a culture of ambition for improvement and sustains the drive and momentum for high quality education.

The school year consists of 3 Restless Teacher cycles spread over 13 weeks. In each cycle teachers will identify a professional development goal and use knowledge gained from learning walks, work reviews, home learning reviews, student voice and curriculum reviews to develop actions for self-improvement. Such actions may consist of wider educational reading, peer observations, team-teaching, team-planning, coaching, attending courses, in-house CPD opportunities. Once the key areas for action are identified, they are transformed into a 60 day plan with a clear rationale of the problem, actions to resolve and expected outcomes if delivered successfully.

The Professional Development ambition at KDS is for all teachers to actively trial strategies and seek support and advice to develop and share best practice. The impact of our work on the curriculum and the endeavour to deliver high quality teaching and learning is evidenced through P8 outcomes.

Signed by: 
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Date : 15/3/23

Signed by: 
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Date : 15/3/23