



# KINGSDOWN SCHOOL

## Teaching & Learning Policy

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| <b>Approved by:</b>        | Full Governors | <b>Date:</b> March 2023 |
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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.

| Excellent Teaching & Brilliant Learning Framework | Rationale   |
|---|---|
| Aspirational Intent                               | <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> |
| Effective Implementation                          | <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,</p>  |

|                          |  |
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|                          | <p>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> <p>Teachers deliver the curriculum through TEMPO, our whole-school teaching and learning framework to secure great teaching and learning outcomes, based on five key elements: Task design, explanation, modelling, practice and oracy, all underpinned by effective checking for understanding. Our CPLD programme (whole-school and departmental) is linked to TEMPO. Our Quality Assurance programme monitors, evaluates and reviews TEMPO and provides our teachers with regular high quality feedback to improve their pedagogy.</p> <p>TEMPO is explicitly linked to each section of the wheel of excellence: High expectations, teaching our students well &amp; knowing our students well. The three strands are implemented as follows:</p> <ul style="list-style-type: none"> <li>• <b>High expectations</b> through strong routines, relationships and positive behaviour for learning for all students, with a particular focus on SEND and PP students.</li> <li>• <b>Teaching our students well</b> by ensuring that tasks are well designed, explained clearly and modelled to a high standard. This allows students to practise and discuss the content of what they are learning to the highest possible standard. Consistent, rigorous and robust checks for understanding underpins each and every aspect of TEMPO teaching to allow teachers to know if and when students are ready to move on from a particular concept.</li> <li>• <b>Knowing our students well</b> through teachers being aware of what preparation is required to meet the individual needs of students by adapting their planning and resources to specific classes, often but not limited to SEND and PP students.</li> </ul> <p>All of this is underpinned by a central and departmental commitment to providing effective CPLD to enhance the implementation of the curriculum to inspire, build success and generate a true love of learning.</p> |
| <b>Successful Impact</b> | <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. Through the Raising Standards Process, heads of departments are supported to analyse the assessment data to identify the appropriate interventions: Curriculum changes, class support and gap-closing interventions.</p>   |

### Delivery of the Curriculum:

Kingsdown Learners always follow our TEMPO expectations in their lessons and Home

Learning. TEMPO is a framework 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.

| High Expectations  | We Teach Them Well   | We Know Them Well  |
|--|--|--|
| <b>Meet &amp; Greet</b><br>Students and teachers take responsibility for anything on time. Teachers welcome students at the door.<br><br><b>Ready to Learn</b><br>Browsers on, coats off. Chromebooks and equipment are out. Students sit in the seating plan. Students complete the DNA.<br><br><b>Great Learning</b><br>Teachers use the language of the Kingsdown BEATS. Students <b>STAR</b> : sit up straight, track the speaker, appreciate others' ideas and respect everyone's right to an education. We are curious, determined and resilient: we rise to a challenge. Mistakes are embraced as part of learning. Great learning and student effort is recognised and rewarded.<br><br><b>End &amp; Send</b><br>Students stand behind desks. Uniform is worn with pride and in line with expectations. Teachers check out and praise at the door. | <b>T</b><br><b>Task Design</b><br>DNAs are designed to retrieve and recall essential knowledge from prior learning.<br>Tasks are planned to be accessible while offering a high level of challenge through scaffolding and stretching.<br>Opportunities to check understanding with a high participation ratio are planned throughout eg. mini whiteboards, <b>exit call</b> .<br><br><b>E</b><br><b>Explanation</b><br>Explanations are simple, clear and planned.<br>New ideas and concepts are introduced step by step to avoid overload.<br>Teachers share their enthusiasm and passion for their subjects.<br><br><b>M</b><br><b>Modelling</b><br>Sharing what success looks like. Defining standard and excellent models. 'I do, we do, you do'.<br><br><b>P</b><br><b>Practice</b><br>Deliberate practice for students to apply skills, knowledge and understanding.<br>Students think and work hard through <b>silent solo</b> .<br>Teachers <b>track, not watch</b> to identify misconceptions, support learners and feed back through <b>show call</b> .<br><br><b>O</b><br><b>Oracy</b><br>Student talk is structured to ensure high participation.<br>Academic and subject-specific language is modelled, rehearsed and refined through <b>right is right</b> .<br>Opportunities for questioning, debate and discussion are planned. | Tests, resources and visuals are unobtrusive.<br>Multi-sensory tests are provided including interactive and explorative activities.<br>Questions are planned to challenge students at all levels and support the learning of others.<br>Short-term memory is supported with mini whiteboards or <b>king paper</b> .<br>Alternative ways to show understanding are used: diagrams, notes recording and oral explanation.<br>Information shared with students is displayed in a friendly colour-coded manner (e.g. PowerPoint, the corridor, whiteboards and tables) in a friendly form (e.g. diagrams).<br>Key word vocabulary is explicitly taught and modelled.<br>The amount of reading and copying required is reduced and simplified by understanding or using text to speech software.<br>Teachers plan for EOLs to prevent off-task and support de-escalation.<br>Teachers know the difficulty (reading age) of any tests used.<br><br>Teachers check in to ensure understanding before students start independent work.<br>Teachers use the student's name to direct questions and instructions.<br>Directions are clear and concise, giving 'take up cues'.<br>Recognisable chunks of information are shared alongside visuals, actions or text.<br>Teachers share for understanding of vocabulary and instructions. Pictures and visual resources are used to support language and understanding.<br>Simple to-do lists, checklists, task lists with visual cues are provided.<br><br>A variety of physical materials and resources are available and accessible for all students to scaffold learning.<br>Teachers model how to use language for thinking and learning.<br>Transitions from class to independent work is clearly signposted and actively managed.<br>Groupings are varied so that students develop a range of skills.<br>Students are taught to follow a given method with more the problem solving which can be applied to other tasks.<br>Teachers who need to bring home pre-empting or follow up support.<br><br>Deliberate practice for students to apply skills, knowledge and understanding.<br>A visual timer is used to measure time on tests.<br>Scaffolding is used to assist tasks eg. writing frames, sentence starters, prompts, physical materials.<br>Tasks are explicitly divided to neither too few nor too many.<br>Extra time is allowed to complete tests.<br>Staff provide support for organisation of a test.<br>Students are grouped flexibly depending on the task and student confidence.<br>Adding students prepares an answer to a question the teacher has asked.<br><br>Time is given to allow for students' responses and opportunities to help one another.<br>Group work is carefully structured with clear roles.<br>Building is used for setting for paired, partner and group work.<br>Interactive aids are used if necessary.<br>Activities are introduced where students have structured opportunities to discuss and share their ideas.<br>Class sentences are provided for appropriate debate and discussion such as 'agreed to disagree with it because I...' |

## Quality Assurance of Teaching and Learning

At KDS we quality assure the curriculum and teaching and learning through learning walks, lesson observations, work reviews and MERs of specific departments.. The Heads of Department and SLT ensure there are learning walks and work reviews and the information collated from these form part of our Restless Leader and Teacher Programmes.

The Quality Assurance (QA) Programme empowers the MLT to quality assure the implementation of the curriculum through learning walks, work reviews, lessons observations, curriculum audits and the home learning reviews. There are four QoE learning walk windows per year and two lesson observation windows per year. Every member of staff receives high quality feedback from

these to improve their practice. All staff carrying out learning walks or lesson observations receive training before visiting lessons. Our QA process ensures leaders can confidently articulate their intents and what will be seen in lessons. It also enables middle leaders to directly support colleagues; deliver relevant, personalised CPLD within departments and continue to tweak the centralised curriculum as needed.

Teachers are encouraged to be ambitious for their own professional development. As part of the RLT values and commitment to CPLD through 'Everyone Learning', 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 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 :

Date :