



## King Edward VI School

# Teaching & Learning Policy

**April 2021**

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## 1. Scope and Purpose

At King Edward VI School we believe that the best learning happens when students are able to take ownership of their learning in an environment that encourages self-reflection and deep thinking around our curriculum. This is achieved through fostering a sense of curiosity and resilience that goes beyond the classroom so that students can apply their understanding to the world around them. We aim to set a culture that leads to the development of lifelong learning skills that enable our students a wide range of ambitious opportunities for their futures.

We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students regardless of prior attainment are supported and challenged to make good progress in their learning.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to exceed their ambitions. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

## 2. Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that students are highly literate and numerate, and able to apply their skills and knowledge to new and different situations.
- To make links with the learning that students do outside the classroom.
- To focus upon the continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To critically evaluate the latest research and pedagogy in education alongside developments in subject related knowledge
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of achievement and attainment as a consequence.

## 3. Principles of this Policy

### Staff will:

- support and challenge students to achieve their full potential
- provide high quality, dynamic and stimulating lessons
- provide high levels of interaction for all pupils
- provide regular and meaningful home learning
- provide opportunities and guidance to apply and develop literacy, numeracy and other skills across the curriculum
- encourage and support students

- provide high quality feedback
- work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
- develop individual teaching and learning craft through positive and reflective engagement with CPD
- listen to students' views and be open to their opinions
- evaluate and reflect on their practice and develop their own subject knowledge

**Students will:**

- participate fully in lessons
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively
- take an active part in learning within and beyond the classroom
- take pride in developing and applying their literacy and numeracy skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving skills
- respond positively to feedback and improve their work as a result of effective feedback
- rise to challenges, working collaboratively and supportively

#### **4. Responsibilities**

**The Governing Body (Standards Committee)** are responsible, in consultation with Senior Leadership Team, for establishing the policy, monitoring the implementation of the policy and promotion of high-quality lessons, and for reviewing the policy at the appointed review date.

**The Deputy Headteacher (Teaching and Learning)** is responsible for leading the development of teaching and learning across the school.

**The Senior Leadership Team** is responsible for the implementation and day-to-day management of the policy and procedures within line management frameworks. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards.

**Subject Leaders** are responsible for ensuring the curriculum meets learner needs, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

**All staff** are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

#### **5. Assessment, Feedback and Marking**

Students at King Edward VI School should expect purposeful and considered feedback to be provided by the teacher throughout a scheme of learning. Feedback may be provided in a variety of ways, and be both verbal and written in nature. Subject Leaders develop

individual department feedback approaches that best suit their curriculum. Teachers are expected to engage with both whole school and department policies relating to assessment & feedback.

Our marking expectations are identified as:

- Teachers are not expected to mark every piece of work but will take opportunities to gather an understanding of the learning that has been understood through reviewing work regularly
- Where marking occurs, feedback will precisely identify how a student can develop their learning
- Homework set by teachers will always be marked
- Teacher feedback will include the language of WWW/EBI/FF
- Feedback can be provided through considered self and peer-assessment to encourage student autonomy and to develop reviewing practice
- Summative assessment will be evident in books/folders at least: once per term for KS3, and once per half term for KS4
- More frequent formative assessment should be evident within books/folders

## 6. Remote Learning

Since the COVID-19 pandemic in 2020, the school revised and updated the approach to remote teaching and learning to facilitate students accessing education from home.

The school supports a blend of live teaching and independent student-oriented learning in the event of school closure in response to a public health crisis. Delivery of remote education is made using our Microsoft Teams platform, and more widely through accessing Microsoft Office 365 applications provided to all of our staff and students.

The school is committed to providing a remote provision which:

- Demands ? meaningful and ambitious work each day across all curriculum subjects
- Delivers a well-sequenced curriculum to build upon knowledge and skills incrementally
- Offers frequent and clear explanations of new learning, delivered through a range of live and resource-based materials
- Offers a full breadth and depth of curriculum, as experienced within normal school opening
- Provides clear instruction for students to access a range of interactive platforms
- Ensures that students can take responsibility for their learning
- Does not require additional adult input at home

The school has provided information and advice regarding the remote learning offer on the school website. Further details are available in the *Remote Learning Policy*.

## 7. Continued Professional Development (CPD)

The professional development of teachers at King Edward VI School is founded on the progression of teaching and learning. Within an academic year, teachers are encouraged to engage with a reflective project to develop practice. Teachers are able to choose a pathway that best suits their own career stage and interest.

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. The school places a focus on pedagogy and evidence-based research as a means to enhance classroom experiences for our students.

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- Discuss learning and teaching in Department Development time in order to share good practice
- Plan their own CPD programme in conjunction with their Line Manager as a result of purposeful self-evaluation and by reflecting on the Teacher's Standards document
- Engage with CPD related to teaching and learning through arranged twilight sessions and Professional Development Days.

## 8. Appraisal

With a focus on the development of teaching and learning, appraisal is used to support and evidence high quality Teaching & Learning at the school. Teachers engage with bespoke and purposeful target setting and review cycles annually to develop teaching practice.

Further information is available in the school's *Appraisal Policy*.

## 9. Monitoring & Evaluation of Teaching & Learning

In order for our school to effectively develop teaching and learning that enables the best outcomes for our students, a range of monitoring & evaluation processes are required. These processes support the self-evaluation of the school to inform future development, identified within the School Development Plan (SDP). This information is also required to conduct appropriate governance of the school through the Standards Committee. As a school we endeavour to recognise excellent practice, and share it widely across teams. Additionally, we are responsible for identifying concerns where staff underperformance has been identified, and for supporting colleagues to improve practice.

As a school, we encourage teachers to engage positively with all monitoring & evaluation processes in order that they are purposeful and developmental for teacher CPD, as well as inclusive for all. Teachers should engage with feedback systems and develop practice around identified areas for improvement and to share recognition and celebration of excellent practice.

## 10. Protocols for Monitoring & Evaluation

At King Edward VI School, the monitoring and evaluation of teaching and learning is directed by Subject Leaders with additional support, challenge and scrutiny from the Senior Leadership Team. Key formal approaches to M&E are identified below although informal monitoring is made by Subject Leaders throughout the year.

- Appraisal observations
- Learning Walks
- Work Review
- SLT Drop Ins

These processes are designed to be developmental for staff CPD to enable continued improvements in the quality of teaching and learning. Each process involves feedback to teachers, either formally or informally to support this developmental ethos. The school encourages a continuous dialogue between colleagues to ensure that individual teachers are able to develop their practice.

Additional to these protocols, Subject Leaders are responsible for engaging with informed self-evaluation of the teaching and learning within their respective departments.

## 11. Links with other policies

The implementation of this policy is supported by the following frameworks and documents:

- Appraisal Policy
- Teacher Pay Policy
- Remote Learning Policy
- DfE Professional Standards for Teachers

## 12. Review cycle

This policy will be reviewed by the Governors (Standards Committee) every two years in accordance with the school's review cycle.

