



# KIRKBIE KENDAL SCHOOL ACADEMY TRUST

Policy Title:	<b>Learning &amp; Teaching Policy</b>
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Member of Staff Responsible for review:	Deputy Headteacher
Governors' Committee/SLT Responsible:	Curriculum
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Date of last review:	October 2020
Date for next scheduled review:	October 2022

<b>Change Record</b>		
Version	Date	Description
1.1	Curriculum 16 Oct 18	Learning Section: removal of reference to learning core skills Teaching Section: change to first sentence referring to effective strategies
1.2	Curriculum 13 Oct 20	Minimal changes. Amendment to point 6 of Monitoring and Review section
1.3		
1.4		

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**“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies support the Child Protection Policy.”**

# KIRKIE KENDAL SCHOOL ACADEMY TRUST

## LEARNING & TEACHING POLICY

### AIMS AND PRINCIPLES

We believe that all students should:

- Be given the confidence and the skills to learn independently, and to transfer skills between subjects.
- Learn about learning and how they learn as individuals (develop meta-cognition).
- Play an active part in their own learning.
- Be provided with a purposeful atmosphere that encourages enquiry and curiosity.
- Find learning challenging and enjoyable.
- Learn through a variety of experiences and in a variety of ways.
- Be supported in developing higher order thinking skills appropriate to their ability and their potential.
- Have regular opportunities to assess their own strengths and weaknesses in relation to syllabus criteria and as learners; and to be given clear advice about how to improve their work and how they learn.
- Be rewarded for achievement and for improvement.

### LEARNING

At its most fundamental level learning is the development of brain function through the connection of neuron pathways brought about by the stimulation of brain activity. Learning involves the application of knowledge, understanding and skills to existing and new situations or topics. Intelligence is not fixed. Consistent application of brain-friendly learning strategies enables students to assimilate new ways of thinking and new skills. Learning happens when the learner feels secure, confident and willing to take risks or try new experiences – when their 'emotional intelligence' is high.

Learning the skills, knowledge and understanding required in each subject involves the learning of core transferable skills:

- Researching and organising information, including the use of Information Communications Technology (ICT).
- Working in a team and relating positively to others.
- Working individually.
- Knowing one's own strengths and weakness as a learner and using strategies to maximise the former.
- Solving problems and making good decisions.
- Speaking, listening, reading and writing effectively.
- Managing time and stress effectively.

### TEACHING

There are many ways of teaching effectively. Some effective strategies are outlined below:

- Learning objectives shared with students, where knowledge, understanding and success criteria are clear.
- A starter activity that promotes thinking and focuses the group, preferably linked to prior learning or to students' own experiences.

- A plenary occurs that allows the teacher and students to be clear about who has learnt what \*. Plenaries will occur at the end of a lesson and after some activities during the lesson to reinforce the learning.
- Timings used to encourage a swift and focused pace of learning.
- Activities which stretch the middle ability, extend the Higher Attaining and support the least able, ie there is differentiation by task and/or resource and/or support and/or outcomes.
- Resources appropriate to the needs of all students are made available.
- Where a Teaching Assistant (TA) is present they are used in a planned, collaborative and effective manner by the teacher.
- Where a student is Higher Attaining in a subject the teacher demonstrates awareness of this and provides suitable extension work, perhaps by tasks requiring higher order thinking skills (Analysis, Synthesis and Evaluation).
- Where reading, writing, spelling and research or organising information are involved the School Literacy policy is followed.
- Independent and enterprise learning skills are explicitly developed through appropriate activities in individual, pair and group work; presentations, decision-making and problem-solving activities. Students are encouraged to work independently and help each other.
- Where ICT is used it offers students new ways of approaching tasks, of extending their learning, researching or organising information
- Homework is used to reinforce and extend knowledge and skills. Appropriate homework is set for students of all abilities
- All opportunities to develop students' literacy and numeracy being exploited
- The school's behaviour management procedures are followed, and any poor behaviour is effectively managed \*
- Books/folders show evidence of the School Assessment Policy, most notably through clear improvement advice with examples based on assessment criteria; with evidence of self- and peer-assessment; and evidence of the Literacy policy with corrections of Spelling Punctuation and Grammar (SPAG).
- Students know what they have to do to improve their work and have evidence in their books and/or can explain what they have previously done to improve their own work.
- All opportunities are taken to develop students' social, moral, spiritual and cultural awareness as well as helping to improve their health education.

## **MONITORING AND REVIEW**

- 1 The Headteacher is responsible to the Governing Body for promoting, monitoring and maintaining the implementation of this policy.
- 2 The Leadership Team are responsible to the Governing Body through the Head for promoting, monitoring and maintaining this policy within their designated roles.
- 3 Heads of Department will be directly responsible to the Headteacher, through the Leadership Team, for promoting, monitoring and maintaining the implementation of this policy within their subject team.

- 4 Subject Teachers will be directly responsible to their Heads of Department for the implementation of this policy in their lessons.
- 5 Monitoring and evaluation of the quality of learning and teaching will be carried out regularly through lessons observation, work sampling, and Curriculum Evaluation Weeks.
- 6 Opportunities for CPD will be used to improve Teaching and Learning within the school.

**RELATED POLICIES:**

Assessment Policy

Curriculum Policy

Enterprise Learning Policy

Gifted and Talented Policy (High Attainers)

Inclusion Policy

Literacy Policy

Additional Education Needs (AEN) Policy Work Related Learning Policy

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