KIRKBIE KENDAL SCHOOL ACADEMY TRUST

Policy Title:	**Teaching & Learning Policy**
Policy Reference:	T3
Version:	1.0 NEW
Member of Staff Responsible for review:	Deputy Headteacher
Governors' Committee/SLT Responsible:	Curriculum
Status:	Adopted
Date first adopted/accepted by Governing Body:	Adopted 28 Sep 06 – Learning & Teaching (L1) – original policy Adopted 7.11.22 NEW policy – Teaching & Learning
Review Cycle:	2 years
Date of last review:	November 2022
Date for next scheduled review:	November 2024

Change Record

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	SLT 03.10.22 Curriculum 7.11.22	Previously called Learning & Teaching policy (L1), renamed Teaching & Learning Policy (T3) NEW content
1.4		

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

KIRKBIE KENDAL SCHOOL ACADEMY TRUST

Teaching and Learning Policy

Principles
- To provide the best possible provision for all learners in our schools
- To ensure that teachers' practice is the best it can be
- To ensure that our practice is evidence-informed
- To create a shared language about teaching and learning
- To ensure that our practice creates the conditions for all learners to succeed whatever their starting point and whatever their challenges may be
- To make clear the connection between curriculum, pedagogy, assessment, adaptation, literacy, and professional development

Our main evidence bases
The foundations of our approach to teaching and learning are the DfE Professional Development frameworks which form the career-long "golden threads" starting with the ITT Core Content Framework, leading into the Early Career Framework and then the NPQ frameworks.
We are also guided by the Great Teaching Toolkit Evidence Review, the work of the Education Endowment Foundation., and Deans for Impact in the US.
We actively keep up to date with research outcomes to ensure that our evidence base stays relevant.

Curriculum
Our curriculum is the starting point for all our thinking about teaching. We need to ensure the alignment of intended learning outcomes with pedagogical choices and then assessment. Our curriculum therefore:
- Has as its starting point the needs of learners: their prior knowledge, cultural capital, literacy, and any additional needs inform curriculum planning
- Builds on the National Curriculum programmes of study
- Needs to be ambitious, rich and challenging .
- Describes a novice to expert journey and prepares learners for the next phase of their learning or career
- Needs to be delivered by teachers with deep and connected content knowledge especially the ways in which ideas in their subject domain are related
- Also needs pedagogical content knowledge (PCK) to support effective sequencing, the planned reactivation of prior knowledge, and coherence
- Allows teachers to have access to high quality materials rather than expecting them to create their own
- Needs knowledge of student thinking, in particular misconceptions, typical errors, and student strategies
- Includes disciplinary literacy within subject domains
- Teaches knowledge before skills within subject domains
- Needs to be accessed by all pupils including pupils with SEND and disadvantage

Pedagogy
We understand that explicit teaching, using systematic, step-by-step instruction is highly effective
- Decisions about pedagogy need to be made in response to a well-planned curriculum: What do I need my pupils to know by the end of this lesson/ sequence? What do pupils already know? How will I reactivate prior learning? How will I introduce new knowledge and ideas? What resources will I need? How will I design tasks with didactic potential? What scaffolding will my pupils need?
- Classrooms need to be positive, predictable, orderly, and motivating.
- New ideas need to be presented and communicated clearly, connected to prior learning, through examples and non-examples, through modelling or scaffolding
- It is important to avoid working memory overload
- Pupils need appropriate scaffolding and challenge, for example worked and partially worked examples leading to independence

- Questioning and dialogue are essential to promote connected flexible thinking in which all pupils take part: create high expectations for participation and engagement by moving away from "hands up" classrooms to safe spaces where strategies such as cold calling / think pair share strategies happen naturally
- Include effective strategies for the teaching of disciplinary literacy: subject specific speaking, reading, writing and vocabulary
- Use high-quality assessment to evidence learning and inform teaching
- Give high quality actionable feedback to guide pupils' learning
- Give students tasks to embed, reinforce and practise learning until it is fluent and secure
- Ensure that once-learnt material is reviewed and revisited to prevent forgetting
- Design or select tasks that present appropriate levels of difficulty for students and promote deep rather than surface-level thinking: remember that "engagement is a poor proxy for learning"

Literacy
Literacy
Disciplinary Literacy is the responsibility of every teacher. Every teacher communicated their own subject through their own academic language, writing, speaking and listening are the are at the heart of knowing and doing in every subject. We will therefore:
- Provide targeted vocabulary instruction in all subjects by prioritising Tier 2 and 3 vocabulary and considering what academic vocabulary to teach when curriculum planning.
- Develop students' ability to read complex academic texts, promoting comprehension through active engagement with their reading.
- Reading strategies are embedded in classrooms.
- Students are taught what good writing looks like in each subject - the conventions, aims and features. They are show how to break down writing tasks, these steps are modelled and support is provided to those student who are finding it difficult to write fluently.

Assessment of learning and feedback
Here we focus on the use of assessment to support learning rather than the measurement of performance to establish standards or to test outcomes.

It is important to acknowledge the workload challenge of assessment and feedback and to be aware of it as a potential opportunity cost. Too often assessment is viewed as backward looking ("the post-mortem rather than the medical").
- The main purpose of assessment for teachers' day to day practice is to elicit the extent to which pupils can understand, remember, and apply what they have been learning. This is not necessarily done through marking written work: relying on this method alone will not be effective
- Skilful questioning in the classroom gives teachers insight into how much pupils have understood and retained what we have taught them and the extent to which they can make connections and deepen their understanding e.g hinge questions
- Feedback is a crucial component of high-quality teaching, and needs to follow high quality instruction, be appropriately timed, and focus on moving learning forward
- To create an effective feedback loop, pupils need to be receptive to feedback and have opportunities to use it
- Effective feedback is more likely to move learning forward if it focuses on either task, subject or self-regulation strategy and less likely to impact on learning if it is personal e.g., "great work – you're good at this"
- Written feedback can be effective if it follows these important principles, but general and vague remarks or person-centred remarks are unlikely to be effective
- Verbal feedback should also follow the principles of high quality
- Feedback can be delivered to a whole class, specific groups or individuals and it can be delivered during a lesson, immediately after a lesson or sometime after a lesson
- Self and peer assessment are powerful forms of feedback when properly introduced and supported with clear rubrics
- It is helpful for parents to understand how and why you are assessing learning: they may have different expectations for the way teachers respond to pupils' work

Adaptive and inclusive teaching
"Instead of seeing a pupil whose needs require individualised provision, consider if their need is simply

highlighting a deficit in your universal provision… would addressing this deficit benefit the majority of pupils?" (*Nicole Dempsey, Assistant Principle at Dixons Trinity Academy*)

● We now use the phrase adaptive teaching rather than differentiation as this latter expression implies a need to create something different for a child with additional needs.
● Pupils with SEND should have the same access as their peers to qualified and experienced teachers
● Adaptive teaching can involve changes to practice that don't necessarily increase teacher workload
● Flexible grouping, reteaching content, scaffolding, and TA support are all examples of adaptive teaching
● It is important to think carefully about the role of TAs to support adaptive teaching: pupils with SEND need good access to subject specialists
● The instructional strategies in the ECF (Early Career Framework) all benefit pupils with SEND e.g., avoiding working memory overload, giving clear explanations, using modelling, and worked examples, guided practice etc. These all need to be incorporated into our universal teaching.
● Scaffolding techniques such as modelling and "think aloud" help targeted pupils, as does intentional work on key vocabulary and pre-teaching content
● For pupils who need more specialist support use the graduated approach: assess, plan, do review
● The pupil and parents are key stakeholders – engage and empower them to have responsive roles

Independent learning (Homework)

The subject of homework inspires strong opinions. Often the views of teachers, parents and students are diametrically opposed. Evidence suggests that homework is most effective when it involved practice or rehearsal of something already taught and benefits older high ability students more than students with low prior attainment. Careful thought needs to be given to the setting of independent learning for pupils whose homes are not easy places to learn in.

● Students should not be exposed to new material for home learning unless they are expert learners
● Complex open-ended tasks are often completed least effectively
● Short, frequent tasks closely monitored by teachers are more likely to have greater impact
● The 5 fundamental characteristics of good homework: purpose, efficiency, ownership, competence and motivating
● It is important to make the purpose of an independent learning task clear to pupils and their parents e.g., preparation, practice, rehearsal, consolidation, application of learning, memorization
● Thought should be given to leveraging the best parental support for home learning through effective communication
● It is also important to plan to provide specific and timely feedback to students on their home learning
● There is a crucial link between home / independent learning and the development of metacognitive and self-regulatory strategies withing subject domains

Professional Development

The development of teachers' knowledge, understanding and skills is crucially important. Without careful attention to the development of teachers the principles of high-quality teaching set out in this policy cannot be achieved.

● Effective PD focuses on building knowledge, motivating staff, developing techniques and embedding practice
● Building knowledge involves revisiting prior learning, and managing cognitive load
● Motivating staff involves agreeing on goals, presenting credible information (from research and from in school analysis), and providing affirmation and reinforcement
● Developing teaching techniques can be done through instruction, social support, modelling, rehearsal, and feedback.
● Embedding practice involves providing prompts and cues, action planning, monitoring and context specific repetition
● Developers of CPD should ensure that these mechanisms are strong elements of their design
● Any PD should be designed to fit in well with the school routine and within teachers' time constraints

Sources
Deans for Impact. (2020, March). *Learning by Scientific Design.* Retrieved January 12, 2022, from https://deansforimpact.org/wp-content/uploads/2020/03/Deans_for_Impact_LbSD_Report_FINAL-1.pdf
Department for Education. (2013). National Curriculum in England: framework for key stages 1 to 4. London: GOV.UK.
Department for Education. (2019). *ITT Core Content Framework.* London: Assets Publishing Service GOV.UK.
Department for Education. (2019). Early Career Framework. London: Asset Publishing.
Education Endowment Foundation. (2022, September 20). *EEF.* Retrieved from EEF: https://educationendowmentfoundation.org.uk/
Education Endowment Foundation. (2021, October 27). *Effective Professional Development Guidance Report.* Retrieved from EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development
Evidence Based Education. (2021, June). Great Teaching Toolkit Evidence Review. Sunderland, United Kingdom.
Myatt, M. (2022, September 20). *Mary Myatt.* Retrieved from Mary Myatt: https://www.marymyatt.com/
Research Schools Network. (2017, November 10). *Homework: what does the evidence say?* Retrieved from Huntington Research School: https://researchschool.org.uk/huntington/news/homework-what-does-the-evidence-say

RELATED POLICIES:
Assessment Policy

 – needs updating – is it needed? Reporting only. Assessment is a part of the above policy
Curriculum Policy
Enterprise Learning Policy – Do we need this? Can't see that it exists in our policy list.
Gifted and Talented Policy (High Attainers) – No longer exists
Inclusion Policy
Literacy Policy – No longer needed – part of this policy
Additional Education Needs (AEN) Policy
Work Related Learning Policy – CEIAG policy

THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS: **PAPER**
                                                                  ENLARGED PRINT
                                                                  EMAIL/ WEBSITE