



Teaching and Learning Policy



CONFIDENCE • EQUITY • CURIOSITY

KING RICHARD
SCHOOL

Approved by:	Richard Sproson Headteacher	Date:	February 2024
Last Reviewed:	February 2024	Next Review:	September 2024



Statement of Intent

At King Richard School, guided by our teaching and learning policy, we uphold a steadfast commitment to fostering confidence, equity, and curiosity among our students. We believe that learning transcends mere acquisition of knowledge; it is a journey where students gradually assimilate essential skills and attitudes, enabling them to navigate and comprehend the complexities of the world. Our teachers and support staff are dedicated to delivering high-quality, stimulating lessons that provide a supportive challenge, instilling confidence in every learner. We recognise that each student is unique, and thus, we ensure equitable opportunities for all to thrive and realise their full potential, enhancing lives now and in the future. Our learning environment is curated to spark curiosity and motivation, nurturing an atmosphere where every student can focus and flourish. Rooted in our vision, this ethos permeates every aspect of our educational approach, shaping our aims, objectives, and commitment to monitoring implementation. At King Richard School we value the diverse approaches to teaching and learning and aim to create an environment that values autonomy of teachers whilst offering support where required.

Aims:

- To provide a learning experience for every child that takes full account of their individual needs, starting points and aspirations.
- To ensure that our students are active and independent, deep thinking 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, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To make links with the learning that students do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff. Every Teacher a Good Teacher.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To achieve and maintain the highest levels of achievement and attainment consequently.



Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students learn well in every lesson.

Staff are expected and will be supported to:

- Support and challenge students to achieve their best by teaching high quality and stimulating lessons using evidence-based pedagogy.
- Listen to students' views, evaluate, and reflect on best practice.
- Evaluate and reflect on their own practice.
- Provide home learning in line with Faculty guidance.
- Provide opportunities and guidance to apply and develop literacy, numeracy, ICT and SMSC alongside other skills
- Provide high quality specific feedback
- work collaboratively to ensure consistency in identifying and sharing best practice in teaching and learning across all areas of the curriculum

Students will:

- participate fully in lessons and display the school's Core Values of Confidence, Equity and Curiosity.
- 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 as appropriate to specific feedback to upgrade and develop their work
- rise to challenges, working collaboratively and supportively.

Procedure Planning and Preparation:

- Teachers should plan lessons based on a sound understanding of students previous learning. Lessons should follow the planned schemes of work be logically sequenced and consider what knowledge is pivotal for a wider understanding of the subject ad to be successful in logical and challenging assessments
- Learning Outcomes should be evident and clear to the students. At King Richard School we believe in having high expectations for all our pupils and so frame our outcomes using language that supports stretch and challenge for all pupils.



Teaching:

- All teachers should deliver lessons with the King Richard School vision and values in mind.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning in a specific, deliberate and timely manner.
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate Faculty and school policies should be followed for behaviour management.
- Teaching will prioritise literacy and numeracy and offer students opportunities across the curriculum
- Teaching will take opportunities to build both SMSC, ICT and careers opportunities into curriculums and individual lessons

Assessment & marking

- Teachers should assess pupils' work regularly, according to the school and Faculty's marking and feedback framework and ensure that the feedback provided is specific and targeted to allow all pupils to make progress.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Staff should engage with reporting adapt analysis within Faculties to support all children across their curriculums.

Monitoring and Evaluation of Teaching and Learning Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff and drive the CPD programme
- To enable identification of strengths and aspirations for succession planning. Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
- Take an active part in sourcing and completing relevant CPD opportunities.
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management • Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.

Challenging all of our students supportively to become confident and curious, enhancing lives now and in the future

DCS Vision: Educate the Child – Support the Family – Defend the Nation



Review of teaching and learning is on-going and regular, and will involve a variety of activities, including but not limited to:

- Lesson observations
- Learning walks
- Line manager meetings
- Work scrutiny
- Student voice
- Staff voice
- Faculty reviews
- External reviews

Protocols and Policies

At King Richard School, our Quality Assurance policy provides an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. This will consist of a mixture of regular lesson observations and learning walks to take place over the course of an academic year. Teachers and leaders conducting observations, learning walks, Work scrutiny and student voice activities are to be familiar with and follow accepted protocols. Effective feedback will then be provided in a timely manner. This is outlined in the King Richard School Quality Assurance policy.

Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. We recognise the importance of subject specific CPD as well as whole school learning opportunities and have therefore built Faculty specific CPD opportunities into the self-evaluation process. Teachers are expected to:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss and peer review learning and teaching in Faculty Development time to share good practice, making use of the open-door policy.
- Actively engage with the whole school CPD programme
- Actively engage with any Faculty specific CPD in Faculty time
- Plan their own CPD programme in conjunction with their Line Manager by reflecting on the Teacher's Standards document.

Implementation of policy

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

The King Richard School vision and Values

Professional standards for teachers

Quality Assurance Policy

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

The Senior Leadership Team and Faculty Leadership are responsible for teaching and learning, with the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning in the whole school and offer support and training to maintain high standards. They are responsible for monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their Faculty, and tracking the progress of students.

Subject teachers are responsible for ensuring the curriculum meets learner needs and are responsible for applying the school's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors. Review cycle of policy This policy will be reviewed by the Governors (Quality of Education Sub-committee) in accordance with the school's review cycle.