



the *Kind's* school

Teaching & Learning Policy (including Initial Teacher Training)

Governor Committee: Curriculum & Pupil Standards

1 Policy Statement

At The King's School Teaching and Learning (T&L) are at the heart of everything we do. We continually strive to improve the quality of our Teaching and Learning to provide our pupils, our staff and members of our wider community with the best possible opportunities to become successful life-long learners and active, responsible citizens in the modern world.

Our commitment to focusing on progress within lessons helps us to ensure that the quality of Teaching and Learning across the school is consistently high and that teachers celebrate success, challenge underachievement and continue to raise pupil performance.

2 Purpose (see also Curriculum Policy)

- To maximise the potential of all learners;
- To engender a lifelong love of learning;
- To prepare learners for all aspects of their lives;
- To contribute to learners' understanding of themselves, society and the world;
- To help meet the needs of the local, national and international economies and communities - promoting community cohesion, with respect for diversity;
- To enable all styles of learning and learners to be successful and feel valued;
- To enable all to make positive, well-informed decisions about all aspects of their lives;
- To help all learners to understand that they will always have more to learn, that they can always learn from others and that others can learn from them.

3 Scope

Our Teaching & Learning approaches and strategies relate to six main focuses:

1. School structures, systems & processes;
2. Developing a shared understanding of what is an Outstanding lesson;
3. Monitoring & evaluating impact;
4. Tracking individual pupil progress and target setting;
5. Collaborative working within a learning community;
6. Partnership with parents and carers.

1. School structures, systems & processes - Senior and Middle Leaders work together to develop structures, systems and processes which promote and support collaborative working. Leadership is distributed; all stakeholders take responsibility to drive change.

2. Developing a shared understanding of what is Outstanding learning - all SLT, Middle Leaders and most teachers have a secure and shared understanding of what teaching & learning practice looks like. Staff maintain an unrelenting focus on developing their practice through collaborative working, sharing and peer coaching.

3. Monitoring & evaluating impact - the impact of CPD on Teaching and Learning, motivation and pupil progress is systematically monitored and evaluated by Senior and Middle Leaders. SLT actively supports teachers in trying new approaches and engaging in action research to evaluate the impact on learning of different teaching strategies. A framework of Quality Assurance including lesson observation, benchmarking against Teachers' Standards, work sampling, pupil/parent voice is used to collect evidence for self-evaluation.

4. Tracking individual pupil progress and target setting - management information systems (MIS) are developed to support the tracking of individual pupil progress and various interest groups. All Senior Leaders, Middle Leaders and teaching staff evaluate strengths and weaknesses in pupil performance. Success is celebrated and under-achievement is tackled through targeted intervention strategies.

5. Collaborative working within a variety of learning communities - SLT and Subject Leaders encourage and promote collaborative learning groups through PAT/PET/LA learning communities subject networks, cross-departmental networks, Teaching and Learning groups and Partnership schools. The CPD programme focuses on bespoke training including professional dialogue, feedback and sharing. The learning community extends beyond the school to include transition partners, PET/PAT and the wider community sharing and developing good practice.

6. Partnership with parents and carers - Parents and carers are proactively engaged in supporting learning in and outside of school. There is ongoing dialogue with parents and carers regarding their child's progress, curricular targets and how they can be supported at school and at home, in particular at times of transition, transfer or change.

4 Responsibility

Senior and Middle leaders will:

- Have a secure and shared understanding of Outstanding Teaching and Learning and its impact in raising attainment;
- Actively lead in-school developments in Teaching and Learning within and across subjects;
- Give priority to the systematic development of Teaching and Learning across the school;
- Systematically monitor and evaluate the impact of T&L on motivation and pupil progress;
- Use the results of monitoring and evaluation to directly inform continuing Professional Development for all staff.

Teachers will:

- Have a secure and shared understanding of T&L strategies for improvement and how they impact on standards;
- Have a good understanding of progression in the key concepts and skills in their subjects;
- Reflect on and improve their practice and take responsibility for identifying and meeting their developing professional needs;
- Identify opportunities for working with colleagues to share and develop outstanding practice;
- Plan for progression by identifying opportunities for regular assessment and review of learning both within and beyond the classroom;
- Plan lessons which allow students to have a clear understanding of what they are trying to learn (learning objectives), how they can recognise achievement (learning outcomes) and why they are learning this (big picture);
- Use resources, success criteria including ICT, to make an imaginative and marked contribution to the quality of learning;
- Work with other adults to provide a personalised approach to learning in order to meet the needs of individuals;
- Use skilful questioning and focussed dialogue as regular features of a lesson;
- Use praise and rewards as an integral part of the lesson in line with the School's PDL policy;
- Give pupils clear feedback which identifies what has been done well and what needs to be done to improve;
- Follow up with pupils how they have acted upon feedback in order to improve;

- Consciously develop pupil's to take a responsible and conscientious attitude to their work so that they develop skills and confidence to evaluate the quality of their own work and the work of others;
- Will monitor pupil progress against subject targets, celebrate success and provide targeted intervention for under-achieving pupils;
- Work together to standardise and moderate assessment judgements;
- Work in partnership with pupils, parents and carers to improve Teaching and Learning through, for example, pupil lesson observations, pupil/parent voice, work sampling.

5 Publicity

All new staff and pupils recruited to the School will be made aware of the Policy. The Policy will be posted on the Shared (G) drive of the School's IT Network and the School website.

GUIDANCE

See Teaching & Learning observation documents.

Professional Standards for Teachers www.gov.uk/government/publications/teachers-standards

Linked Policies

ITT Policy (Attached as an Appendix)

Home Learning Policy

Marking & Assessment Policy

Literacy Across the Curriculum Policy

Numeracy Across the Curriculum Policy

Initial Teacher Training (ITT) Policy

School Code of Practice

The King's School values our work with ITT trainees and our contribution towards the training of the professionals of the future. We are committed to excellence in the quality of teacher training and to increasing the number of ITT placements within the school.

We are the lead school for Wakefield Regional Teaching School Alliance (WRTSA) and in partnership with Wakefield Regional Partnership for Initial Teacher Training (WRPITT).

The King's School is a centre of learning for all, both staff and pupils. We believe that trainees have much to offer the school as additional adults in the classroom as well as bringing new ideas and resources with them. Mentoring trainee teachers is an excellent CPD opportunity for all staff. This heightens classroom based staff awareness of the Teachers' Standards, giving opportunities for sharing innovation, experimenting with pedagogy (taking risks) and the wider accountability for the benefit of pupil achievement.

Due to the changing ITT landscape we have established strong partnerships with WRTSA, WRPITT and Sheffield University; but would be willing to consider other ITT partnerships if we felt the school had the capacity at that time.

We also work with Leeds Metropolitan University Work Experience Undergraduate Scheme in PE. We welcome prospective teachers into school and provide quality observation programmes prior to ITT applications, as we are approached on a regular basis by individuals.

Roles and Responsibilities

ITT leaders

- Responsibility for the quality of training of ITTs and NQTs.
- Liaise with Sheffield University, WRTSA, WRPITT and LA as accrediting body for NQT.
- Attend relevant meetings at Sheffield University, WRTSA, WRPITT and LA.
- Arrange and participate in the school EPS programme for ITTs and NQTs.
- Liaise regularly with subject Mentors and QA their work.
- Meet regularly with ITT trainees for professional mentor training.
- Paired observations with subject mentors/SBTs and give feedback to ITT/NQTs.
- Participate in joint observations for Quality Assurance and standardisation purposes.
- Instigate necessary procedures where trainees/NQTs are not meeting Standards.
- Arrange in-house training for Mentors and host teachers involved in ITT/NQT lesson observation and feedback.
- Liaise with Form Tutors for placements with Tutor Groups.
- Provide sensitive and sympathetic personal and professional support.

Subject Mentors/ School Based Tutors

- Direct responsibility of ITT trainees and NQTs.
- Liaise regularly with ITT leaders.
- Arrange appropriate Induction into the department.
- Arrange appropriate timetables for trainees/NQTs.
- Meet weekly on a timetabled basis, for an hour, for professional dialogue with trainees/NQTs, discussing strengths, developments, key targets all benchmarked to Teachers' Standards.
- Observe trainees teach at least once a week, with formal oral and written feedback on either the school or providers pro forma.
- Monitor observation programme of trainees (a minimum of one formal written lesson observation per week).

- Attend appropriate training sessions in-school, at University, or WRPITT.
- Alert ITT leaders urgently at the first sign of any problems with trainees.
- Provide sensitive and sympathetic personal and professional support.

Host Teachers

- Liaise with trainees in planning, preparation, marking and assessment.
- Remain in classes until trainee is established with group and retain a presence for some or all of the lessons.
- Be available at all times whilst classes are being taught by trainee.
- Observe trainee at least once a week, providing oral and written feedback benchmarking to Teachers' Standards.
- Annotate observations according to Teachers' Standards.
- Attend appropriate training.

Trainees

- To participate fully in the programme of professional training provided by the school.
- The trainee should be pro active in arranging to meet with host teachers for lesson observations, planning, marking and assessment.
- Be aware of and sensitive to the workloads of host teachers.
- Adhere to school and departmental policies.
- Establish a professional resilience and passion for their work.
- Seek help and guidance where appropriate.
- Fulfil professional responsibilities around school including the form tutor role and statutory duties.

Observation Guidance and Feedback

- Regular concise Teachers' standards benchmarked feedback should be in the form of oral and/or lesson.
- Feedback should be positive and constructive remembering to celebrate the achievements of the lessons well as any development areas.
- There should be a maximum of three written development areas.
- When writing development points the host teacher should make it clear **how** the trainee can make the next steps, highlighting further training, where appropriate, before next formal observation of these targets.

Finance

The school receives differing income from the various ITT routes.

Subject mentors for Sheffield University ITTs do not have allocated non contact time therefore the department receive a percentage of the income for each placement after costs of ITT Leader TLR and cover costs.

WRPITT SBTs are allocated non contact time therefore the income for ITT Provider and School Direct tuition fee trainees is allocated straight to the staffing budget.

The money will be distributed between:

- Administration, photocopying, cover etc.
- Appropriate curriculum areas.
- Staff training.