

Teaching & Learning Policy

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Kesteven and Grantham Girls' School

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1. Aims and Objectives

We aim:

- to provide a safe, stimulating learning environment for all students and teachers;
- to enable all students to become independent, self-motivated, confident and effective learners, who can play an active and responsible part in a changing world;
- to ensure that all students are fully engaged in their own learning by providing high-quality, challenging, and enjoyable, learning experiences;
- to differentiate our pedagogy to ensure it meets the needs of different kinds of learners;
- to be reflective practitioners, who regularly evaluate the extent to which classroom practice has a positive impact on student progress.

2. Implementation

a) Student Engagement

To ensure students are fully engaged in their learning we:

- create a climate in which students feel safe, confident, and willing to take risks;
- support our students in becoming resilient learners who take increasing responsibility for their own learning;
- use positive behaviour management strategies, praise and encouragement;
- employ a wide range of teaching and learning strategies to inspire intellectual curiosity;
- provide opportunities for students to work collaboratively; to debate and discuss;
- set relevant homework - as detailed in the school's homework policy - to extend students' learning outside of lessons.

b) Student Progress

To ensure students make excellent progress we:

- set challenging lesson objectives that are shared explicitly with students;
- ensure lessons start promptly;
- offer well-planned, well-structured lessons, in which learning progresses at an appropriate pace;
- use high-level questioning to direct and challenge students;
- incorporate higher-order thinking skills into lessons to ensure learners successfully apply knowledge; develop creativity, analytical, evaluative, and problem-solving skills;
- explicitly review learning at key points in each lesson;
- develop students' written and verbal communication skills across the curriculum;
- develop, where appropriate, numeracy, literacy, ICT, and citizenship skills;
- embed relevant aspects of social, moral, spiritual and cultural education (including British values) into lessons.

c) Differentiation

In order to ensure equality of opportunity for all kinds of learners we:

- ensure we are aware of different groups of students in our classes, such as those with Special Educational Needs & Disability; students for whom the school receives a pupil premium; and those for whom English is an additional language;
- make full use of the data available to us about students to offer lessons that will meet the needs of different kinds of learners with different needs and abilities;
- ensure our most able learners are regularly challenged - so that they become resilient learners who can overcome failure and who can reach their potential;
- employ a range of strategies for differentiating teaching and learning, such as differentiation by the grouping of learners; by the nature of the mediation, support, scaffolding and feedback they receive; or by task.

d) Marking and Feedback

We seek to ensure marking and feedback:

- is manageable and purposeful; encouraging and positive;
- is regular enough to impact positively on student progress and attainment, as detailed more specifically in each faculty's individual Marking, Feedback and Assessment Policy;
- is focused on success criteria, which is shared with learners beforehand when it is appropriate to do so;
- is formative and summative;
- is evaluative, providing a summary of a student's strengths and areas for development;
- equips learners with the skills they need to review their own and their peers' progress and work;
- is processed by learners because time is given in lessons to reflect on feedback;
- forms part of a student-teacher dialogue about progress;
- when it is verbal, is recorded - wherever it is possible, appropriate and practical to do so;
- is accessible to students and, where possible, to all its audiences;
- is consistent within each subject area.

e) Remote Learning

Our aim is to enable all our students to access the formal curriculum remotely, in the event of the school being closed, or students isolating at home, owing to COVID 19. Access to lesson content via Remote Learning is not for other absences, in which case ordinary protocols for students catching-up with missed work apply.

We aim to utilise new technologies to support students to learn remotely where it is possible, appropriate, and *safe*, for our students and members of staff.

As with classroom teaching, each subject area will adopt an approach to remote learning which is most appropriate for their curricular content. Students and their families will be given clear, up-to-date guidance regarding where resources and tasks for each subject can be found.

Definitions

By **Remote Learning**, we mean learning that does not take place on school site, due to a partial or complete school closure, where **COVID 19** means students are required to engage in home learning in order to access the formal school curriculum. We do not

mean ordinary *homework*, set to consolidate classroom learning when school is open as usual.

By **Live Streamed Lessons**, we mean the use of synchronous, scheduled video-conferencing with students, to which a number of students are able to contribute at the same time.

By **Pre-recorded Material**, we mean video or audio which is viewed asynchronously by students; and with which they are not able to interact.

By **Question and Answer Sessions**, we mean the use of Posts and Online Chat, or sound-only talk with video functions disabled, in Microsoft Teams - where teachers pose or respond to questions; or give advice and feedback to students.

By **Blended Learning**, we mean a combination of teaching & learning that takes place online and in the physical classroom, such as when some staff or students are working from home and some are on site, in school.

Remote Learning at KGGS:

- a. Will be a combination of Live Streamed Lessons facilitated by live video or sound; Pre-recorded Material; and Independent Tasks
- b. Will be supported by learning resources uploaded in Teams
- c. Might include the use of diagnostic software packages, which provide immediate feedback to students as they progress through tasks, in subjects where this is purposeful
- d. May - where appropriate - feature Question & Answer Sessions using the posting facility in Microsoft Teams, moderated by classroom teachers
- e. Will not feature one-to-ones with only one member of staff and one student in a Teams Meeting
- f. Will not generally feature *Break-out Groups* in Teams, except in the case of older students in examination groups, where teachers are in a position to monitor and supervise each of the small group
- g. May be the means by which some out-of-hours tutoring and curriculum catch-up is delivered for some of our learners on roll, to support or extend work they have completed in ordinary lessons they have already attended.

Teachers at KGGS will:

- a. Only communicate with students about their remote learning via their school email accounts; via online spaces approved by the Headteacher (such as those in Microsoft Teams); via a school telephone; or staff phones where the number is blocked
- b. Remind students to follow the school's protocols for engaging in lessons via Teams, such as being dressed appropriately when on camera; and switching off their video and sound until invited to use these functions by the teacher leading the lesson
- c. Not ask students to record themselves on video, or send them video or sound files of themselves to staff in school – except where this is a requirement of a qualification; and specified by an examination board
- d. Remind students that they *must not* make any comments via email, on Online Posts, or during Verbal Question & Answer Sessions, that they would not make in a normal classroom context; and that the same high standards of behaviour and conduct expected in school apply to remote learning interactions
- e. Will save key pieces of work completed at home by students - such as assessments, end-of topic-tasks, and Non-Examined Assessments (NEAs) or coursework - on the school network, as soon as it is possible to do so
- f. Ensure students who do not have access to electronic devices on which to engage in learning remotely are not disadvantaged; and remind them that the school will

- endeavour to provide paper-based learning resources as far as is possible where a request for this is made to their Head of Year
- g. Ensure students who are unable to engage in Online Question and Answer Sessions within a scheduled time frame are not disadvantaged, providing other opportunities to check their understanding of subject content
 - h. Make their Faculty Leader aware of students who appear not to be engaging in any form of remote learning; so that (as with ordinary classroom-based teaching) Faculty Leaders can follow up, and, where necessary, make the relevant Head of Year aware of the concern

Teachers will also:

- a. Endeavour to consolidate any *new subject content* shared in a remote learning context in a physical classroom environment at the nearest possible opportunity, such as when the school is next open to students
- b. Offer flexible deadlines for the completion of topics and tasks, which are far enough in the future to enable students to organise themselves and manage their workload successfully
- c. Set end-of-topic-tasks or short assessments that are appropriate for working remotely at home, as opposed to maintaining assessment practices and schedules that are suited to ordinary classroom-based learning
- d. Will endeavour to offer students feedback of some description at least once a (short) term, rather than attempting to maintain a marking schedule that is appropriate for ordinary classroom-based teaching and learning
- e. Offer feedback - which may take the form of a diagnostic programme, an email, or electronic marking - that is most appropriate for their subject's curriculum content, and the age and ability of students
- f. Will be mindful of the fact that it is more difficult for learners to ask them questions relating to the feedback they have been given remotely. Teachers will, therefore, endeavour to ensure feedback is largely focused on the *strengths* of students' work, offering constructive comments about *areas for development* only when these can be addressed easily in a remote learning context.

3. Monitoring and Evaluating the Quality of Teaching and Learning

a) Classroom Teachers are responsible for ensuring all students in their classes make progress. This is achieved by:

- utilising teaching and learning strategies that allow teachers to assess whether progress is being made by their students in each lesson;
- ensuring the feedback, marking, levels and grades that students receive are recorded in a format that can easily be shared with their line manager;
- monitoring student progress to ensure learners are working towards targets agreed in line with indicative national data, such as that provided by the Fischer Family Trust;
- ensuring provision is made for learners of different abilities, including the most able;
- working with support staff and teaching assistants effectively;
- consulting their Subject and Faculty Leader about the needs of individual students - raising concerns with them when necessary;
- reviewing targets for students with Special Educational Needs & Disability who have Support Plans; and providing progress information about these students when this is required.

Classroom Teachers are also responsible for reviewing their own professional development by:

- contributing to the school's aim to strive for excellence in the classroom;
- regularly evaluating their subject knowledge, and the effectiveness of their own teaching in light of the teachers' standards as part of their appraisal;
- reviewing their effectiveness in light of subject results; GCSE residuals; key stage four and five value added data; and feedback from lesson observations and learning walks;
- as part of the appraisal process, identifying the appropriate training, support and professional development they require;
- participating in the whole school development of teaching and learning - sharing best practice within faculties and across the school;
- being mindful of current developments in pedagogy, and of local and national educational initiatives.

b) Faculty Leaders are responsible for ensuring teaching in their subjects is effective and in line with the teachers' standards. This is achieved by:

- evaluating the planning and delivery of lessons within their faculty;
- ensuring schemes of work meet the needs of both the students and the requirements of whichever accrediting examination boards are used;
- identifying and sharing best classroom practice across the faculty;
- monitoring students' work through regular work scrutiny to ensure quality and consistency in marking and feedback;
- providing constructive feedback about classroom practice to colleagues following faculty learning walks and appraisal observations;
- taking appropriate action to develop teaching and learning following feedback from whole school learning walks conducted by the Senior Leadership Team;
- analysing student performance in light of school targets and other comparative data;
- ensuring provision is made in their faculty for learners of different abilities and needs;
- ensuring teachers in their faculty make provision for those students identified by Cognitive Ability Tests and subject-specific assessments as our most able learners;
- implementing appropriate intervention strategies for under-performing students;
- summarising the quality of teaching and learning in their faculty in the Faculty Reports written for the Head teacher.

c) Form Tutors are responsible for promoting learning, and for supporting individual students in their tutor group both socially and academically. This is achieved by:

- monitoring students' attitudes to learning and progress in one-to-one progress reviews;
- enabling students to develop the skills they need to evaluate their own progress and take responsibility for their own learning;
- monitoring their behaviour; completion of homework; use of planner; uniform and attendance;
- monitoring the rewards and sanctions their tutees receive across the school;
- communicating effectively with parents and colleagues about members of their tutor group.

d) Pastoral Leaders are responsible for monitoring and evaluating the overall experiences of individuals and groups of students in their year group. This is achieved by:

- monitoring the work of tutors, and visiting Guidance lessons;
- overseeing the school's awards and merit systems;
- managing parental feedback about teaching and learning;

- monitoring student attitudes to learning via the checking of planners and attendance; and the scrutinising of tracking data;
- analysing termly progress reports for students in their year group;
- monitoring the progress of different groups of students, such as those with Special Educational Needs & Disability; our most able learners; students for whom the school receives a pupil premium; and those for whom English is an additional language;
- providing summaries of the potential and actual progress of their year group in the Pastoral Reports written for the Head teacher.

e) The Senior Leadership Team is responsible for the monitoring and evaluation of the quality of Teaching and Learning across the school.

SLT are responsible for leading improvements in teaching and learning across the school by:

- providing opportunities for Faculty Leaders to discuss the effectiveness of teaching and learning in their faculties with the Senior Team;
- identifying, sharing and promoting best teaching and learning practice;
- providing teachers with training opportunities that allow them to develop their classroom practice in light of pedagogical research; national developments and trends;
- evaluating the effectiveness of Continuing Professional Development opportunities;
- implementing supportive interventions for teachers, where a concern has been raised about the effectiveness of teaching and learning.

SLT are responsible for implementing whole school quality assurance and appraisal processes to ensure classroom practice is effective, including:

- conducting regular learning walks throughout the school year;
- offering positive and constructive feedback to classroom teachers;
- providing Faculty Leaders with feedback about teaching and learning in their faculties;
- synthesising and evaluating data from visits to lessons; work scrutiny; and from student and parental questionnaires;
- verifying the judgements of middle leaders and staff in the school who conduct lesson observations and work scrutiny, and who seek student and parental views.

SLT are responsible for monitoring the effectiveness of leadership and management in relation to teaching and learning in the school by:

- analysing the school's Performance Data in conjunction with data from learning walks;
- setting and reviewing teaching and learning-related targets in the Whole School Development Plan
- implementing appropriate mechanisms for monitoring and reviewing the effectiveness of teaching & learning when some or all staff and or students are working remotely.

4. Supporting Documentation:

Assessment, Recording and Reporting Policy; Homework Policy; Appraisal and Capability Policy; Special Educational Needs and Disability Policy; the Teachers' Standards.

5. Configuration History

Version	Date	Author	Contributors
1.0	January 2010	Assistant Headteacher (Specialist Status)	
1.1	March 2010		
2.0	June 2011	Assistant Headteacher (Teachers & Teaching)	
3.0	June 2015	Assistant Head teacher (Monitoring, Planning and Practice)	
3.1	June 2016	Assistant Head teacher (Monitoring, Planning and Practice)	
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4.0	June 2020	Assistant Headteacher (Monitoring, Planning and Practice)	
5.0	February 2021	Assistant Headteacher (Monitoring, Planning and Practice)	
6.0	February 2022	Assistant Headteacher (Monitoring, Planning and Practice)	

Audit trail of change

Version	Date	Reason for Change
1.0	January 2010	Policy Review
1.1	March 2010	Policy re formatted
2.0	June 2011	Policy Re-Write
3.0	June 2015	Policy Review
3.1	June 2016	Policy Review
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4.0	June 2020	Policy Review
5.0	February 2021	Policy Update
6.0	February 2022	Policy Update

Authorisation

Name	Date	Signature
Miss J Green	February 2022	