



**KINGSBRIDGE
COMMUNITY COLLEGE**

Teaching & Learning Policy

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1. Principles

The principle purpose of this policy is to guide and support the quality of teaching and learning at Kingsbridge Community College, ensuring that all lessons are at least good and most are outstanding.

Teaching and learning is at the heart of our work and its purpose is made more explicit within the College Improvement Plan where it underpins all identified College priorities. Kingsbridge Community College believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum so they can achieve their maximum potential, empowered to access the next stage of their education, find suitable employment and participate in a democratic society.

The participation of students is essential if the teaching and learning process is to be successful and this requires the teacher to make use of a range of appropriate teaching methods, personalised learning and a variety of resources and strategies all of which focus on student learning, progress and outcomes at all times.

2. Aims

The aims of this policy are to:

- Inform staff as to the pedagogical practices expected of them to ensure all students are stretched, supported and achieve.
- Provide a framework for the planning of outstanding lessons.
- Exemplify best practice and signpost support for planning outstanding lessons.
- Promote consistently excellent teaching.
- Provide guidance on our evidence-informed approaches to high impact teaching and learning

3. Effective Teaching and Learning

For effective learning to take place, the College expects teaching staff to ensure that the following take place. They are to:

- Maintain outstanding knowledge and understanding of the subject they are teaching;
- Develop and apply subject-specific pedagogy to ensure that the most effective teaching methods are used to help students learn the knowledge and skills required in their area;
- Plan lessons which are directly linked to the schemes of learning and the examination syllabus;
- Plan lessons around clear learning outcomes/success criteria;
- Provide secure assessment for learning strategies;
- Provide differentiation in order to meet the needs of the all students (this includes all ability bands, gender, SEND, Most Able and Disadvantaged Students);
- Ensure effective relationships are established through creating a positive learning climate and environment (use of rewards and consequences) and through understanding the needs and abilities of each student;
- Employ a range of teaching approaches to ensure appropriate pace and challenge (and therefore progress);
- Ensure expectations which are high, but attainable, for the whole ability range;
- Involve effective use of higher order questioning to probe students' knowledge and understanding and to challenge their thinking;
- Provide opportunities throughout the lesson to consolidate learning against the outcomes;
- Ensure cross-curricular links are established, particularly students' literacy, numeracy and vocabulary skills;
- Ensure displays are up to date and support the ethos and culture of learning (display for learning).

Learning happens when students connect new knowledge to what they already know. To achieve this, teaching must involve:

- **Challenge** so that students have high expectations of what they can achieve.
- **Explanation** so that they acquire new knowledge.
- **Modelling** so that students know how to apply their knowledge (including explicit modelling of metacognitive strategies and the thinking processes of adults).
- **Questioning** so that students are made to think hard with breadth, depth and accuracy.
- **Feedback** so that students further develop their knowledge.
- Purposeful **practice** so that students think deeply and eventually achieve fluency.
- **Cooperative learning** (PIES) to allow students to deepen knowledge and improve through structured dialogue / team activities with their peers
- Positive and effective classroom **climates and relationships**. A structured and safe classroom environment where relationships are valued and built on mutual respect.
- Students are taught how to **store and retrieve** knowledge using learning strategies such as retrieval practice and spaced practice.

4. Evidence Based Practice

As an EEF Research School, Teaching and Learning at the College will develop in light of new and emerging evidence. However, the above (linked to the KCC Six) represent tried and tested classroom practices that are well evidenced and consistently shown to be high impact. For example:

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

Feedback

High impact for very low cost, based on moderate evidence.



+8

5. Monitoring of Teaching and Learning

The following points provide detailed guidance at subject and department level for the monitoring of teaching and learning. This document links with the current College quality assurance and self-evaluation procedures and the ESW Teachers Appraisal Policy.

a) Department Handbooks

The Department Handbook should contain a minimum of the following:

- Details of all syllabus titles, exam boards and codes for each examination course offered. This information needs to be accurate on the main College website and in Choices booklets that are produced each year.
- Outline curriculum plan for each year group/subject.
- Department practice (to include: rewards, sanctions, home learning, marking and assessment, differentiation, literacy and numeracy coverage, use of ICT, equal opportunities, more able, SMSC).
- List of teaching and non-teaching staff with relevant duties as assigned each year.
- Departmental annual Parking Rota.
- Current Team Improvement Plan.

Note that the department handbook may be partially or wholly digital, in particular for schemes of learning and resources that are changing regularly.

b) Lesson Observations

The College has an ethos of openness and support and we believe that lesson observations are a crucial part of professional development. All colleagues are encouraged to observe other teachers and share good practice as often as possible.

There are **4 types** of lesson observations used within the College, these are:

Formal Lesson Observations (1 hour)

All teaching staff (excluding NQTs) may have a minimum of one hour of observation each academic year, conducted by their Appraiser. The date and times for these are arranged and agreed in advance. (see Appraisal Policy for more information regarding protocols). These observations are intended to support an assessment of teaching over time.

All formal observations by appraisers will be assessed using the College's Lesson Observation Record forms in line with the College's Lesson Observation protocol. Practice that is contributing to learning, areas that support progress and areas that are for development are identified and these are in line with KCC Six and other identified proxies for learning. The individual performance profile of each teacher is considered, as part of the ongoing process of school self-evaluation.

The Principal will, over the course of an academic year, endeavour to see all staff teach. These particular observations will be in addition to the normal observation framework.

A copy of all completed observation forms should be made and passed to our PA Admin team for filing and recording purposes. The teacher should retain the original.

Learning Walks

In addition, all teaching staff should expect short Learning Walk visits of up to 20 minutes in duration. These will be conducted by a member of the Leadership team and/or Subject Leader. These learning visits are unannounced. These are seen as contributing to broader subject development, providing information to support development of practice and procedures across the subject. Learning Walks are assessed in line with subject/department and whole College focus areas for improvement and will focus upon a Key Stage. Where appropriate, feedback is given in order to identify and celebrate good practice as well as help identify any suggested areas for development.

Leadership Team Duty Walks

These take during the year scheduled in the weekly Leadership Team Duty rota. There is a fortnightly focus e.g. supporting positive attitudes to learning, high prior attaining, disadvantaged students, presentation of work etc. The LT will also aim to observe and celebrate best practice that can be shared with other staff. The emphasis of the walks is on spending time with a different year group or focus area each day and working with the students. Therefore, formal feedback to teaching staff about the lesson is not expected. However, informal professional conversations are still expected to take place.

Annual QA Review

As part of the College's annual cycle of quality assurance each department will be visited by a team of middle and senior leaders for one day, tracking a number of pre-agreed areas of focus (Disadvantaged Students, questioning, behaviour of boys, stretching learners by prior-attainment, cooperative learning etc) identified by the Team Improvement Plan. The review team will visit a number of teaching groups over 3 lessons (P2-4) for approximately 20 minutes each observing the work of the students, resourcing of lessons and tracking the strand allocated to each individual reviewer. Feedback will come in the form of an annual written QA report for the subject and informal feedback will be provided by the subject leader following the day.

c) Sample Student Work

Student work is sampled on a calendared basis by the Leadership Team in conjunction with the Year Leader for the year group.

At least nine students will be selected by the Year Leader and Progress Co-Ordinator for sampling. The Progress co-ordinator will also provide SuccessTracker, attendance and any SEND data about these students to the Leadership Team to provide context.

Students are asked to bring all of their books/folders/digital portfolios and are interviewed by a member of the Leadership Team. Students are asked to talk through their work in their different subjects. Through this dialogue, the LT member examines the following areas:

- Content – has the scheme of learning been followed in sufficient depth.
- Presentation & quality of work.
- Home Learning being set & marked in line with College and subject policies.
- Quality of marking & assessment.
- Challenge of work being set.
- Extent at which independent learning is being developed.
- The use and effectiveness of feedback.

d) Subject Leader Role

The Subject Leader should regularly check that staff are following College procedures. This should include monitoring:

- Student registration taken each lesson.
- Evidence of lesson planning following agreed SoL and in sufficient depth.
- Evidence that work is being set/marked with formative comments - record of marks for home learning, classwork, assessments and tests.
- Evidence of teachers providing timely and appropriate feedback to students in order to develop their learning in line with Subject and College policy.
- Details of SEND information and identification of Pupil Premium (including ensuring any support/intervention/access arrangements are in place and effective).
- Prior attainment and target setting data.
- Department/subject policies for marking and home learning setting are being followed.
- Use of rewards and consequences to support learning.

The Team Leader will need to take explicit action, with the support of their LT line manager to address any issues or inconsistencies found within the department.

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