

Teaching and Learning Policy

Reviewed by: Governors' Teaching and Learning Committee

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1.0 Statement of Intent

- 1.1 The first statement of the aims of Katharine Lady Berkeley's school is to ensure that students are happy at school where they can be inspired to do their best as confident learners in an emotionally and physically safe environment.
- 1.2 This policy covers teaching and learning in its broadest sense: personal; social; academic; practical; physical. Through the development of these aspects of learning, we aim to enable all students at this school to become successful learners, confident individuals and responsible citizens.
- 1.3 We expect all teachers to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning. Across the curriculum, three distinct but inextricably linked aspects to learning will be evident:
 - 1.3.1 The development of attitudes and attributes to support young people to be, for example: determined; adaptable; confident; risk-taking; enterprising.
 - 1.3.2 The development of skills, for example: literacy; numeracy; ICT; linguistic; technological; investigative; artistic and musical
 - 1.3.3 The development of knowledge and understanding, for example: scientific; cultural; historical; geographic.
- 1.4 In order to inspire students, we also recognise the importance of developing teachers as learners through their own professional development in order to ensure that we continually monitor, review and develop our own practice.
- 1.5 The policy consists of our guiding principles of effective teaching and learning, a list of the key features of effective teaching, as well as our aims.

2.0 Guiding Principles – Way of Teaching

- 2.1 There is no prescribed way of teaching at KLB, but teachers are guided by our agreed key principles:
 - 2.1.1 **Retrieval practice** reinforces prior learning.
 - 2.1.2 **Learning intentions** should be clear and measurable.
 - 2.1.3 **High expectations** should challenge all pupils, scaffolding down provides structured support.
 - 2.1.4 **Explanations** should be clear and support cognitive load.
 - 2.1.5 **Check for understanding** before moving on.

2.1.6 **Metacognition strategies** teach pupils to plan, monitor, and evaluate their learning independently.

2.1.7 **Reading and literacy** is embedded into all curriculums.

2.1.8 **Feedback** must be clear, actionable, and acted upon by pupils to improve outcomes, using green pen.

3.0 Procedure

3.1 Teachers will:

3.1.1 Planning

3.1.1.1 Ensure that they have superb subject knowledge to stretch students.

3.1.1.2 Have high expectations of all students and groups.

3.1.1.3 Plan lessons that allow all pupils to make progress, using department schemes of work and Examination Board specifications.

3.1.1.4 Ensure all students can access the curriculum, through methods such as scaffolding, choice and challenge activities, and through using data and SEND information on Class Charts.

3.1.1.5 Embed disciplinary literacy, ensuring students can read, write, and communicate effectively within the language demands of their subject.

3.1.1.6 Plan opportunities for self and peer assessment to encourage independence.

3.1.1.7 Plan opportunities for pupils to make comparative judgements about their work.

3.1.1.8 Plan opportunities for pupils to reflect on key questions and to develop their own ideas and views.

3.1.1.9 Provide regular and meaningful homework according to the homework timetable.

3.1.1.10 Ensure the learning environment is tidy, safe, appropriately resourced and that attractive and relevant wall displays are apparent.

3.2 Ensure a 'KLB start' to lessons

3.2.1 Arrive on time, greet pupils at the door, have a 'do it now' task for pupils to begin immediately and take the register within the first 10 minutes of the lesson.

3.2.2 Engage pupils with clear aims for the lesson which enable them to make links to prior and future learning.

3.2.3 Activate prior knowledge and experiences using pre-planned questions and retrieval activities.

3.2.4 Use positive behaviour for learning strategies; praise, encouragement and relational language. The school behaviour policy and appropriate department policies should be followed for behaviour management.

3.3 Teaching and learning

3.3.1 Involve students in establishing success criteria.

3.3.2 Provide clear explanations by breaking down complex ideas into manageable steps, provide clear and explicit modelling, and use worked examples to demonstrate excellence and support pupil understanding.

3.3.3 Provide structured activities to enable students to work collaboratively and independently.

3.3.4 Ensure all pupils contribute to the lesson and are involved in feedback.

3.3.5 Provide opportunities for pupils to speculate, investigate and make mistakes.

3.3.6 Share student work, both finished and in progress, and discuss the content.

3.3.7 Provide opportunities for pupils to refine their work.

3.3.8 Model the approach to learning and the skills that are needed for success.

3.3.9 Teach pupils how to plan, monitor, and evaluate their learning.

3.3.10 Teach students how to approach revision and model how to complete revision in their subject.

3.3.11 Check for understanding at key points in the lesson and adapt teaching as appropriate.

3.3.12 Deploy teaching assistants and additional adults effectively to maximise learning opportunities.

4.0 Feedback

4.1 Rationale

4.1.1 Feedback is a central part of a teacher's role and can be integral to progress and attainment. The Education Endowment Foundation (EEF) defines feedback as 'information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.'

4.1.2 Research suggests that providing feedback is one of the most effective and cost-effective ways of improving all students' learning. The studies of feedback reviewed by the EEF (EEF review) found that they 'tend to show very high effects on learning' for all students and, in particular, disadvantaged and low prior attaining learners.

4.1.3 Feedback can take different forms: peer, self, group, teacher marking, or verbal. Effective teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result. We agree with these 3 key principles from the DfE's Marking Policy Review Group ([report](#)) which asserts that feedback should be meaningful, manageable and motivating.

5.0 Guiding Principles

5.1 Departments have designed their own feedback policies in line with the school's policy. The common components for all the policies are that teachers will set learning intentions (which feedback will aim towards) and assess learning gaps (which feedback will aim to fill).

5.2 Feedback should be timely and respond to the needs of the individual student so that they can actively engage with the feedback and use green pen to improve their work.

5.3 A dialogue, both verbal and written, should be created between teacher and student. When marked books are returned to students it is essential to allow time for pupils to read the comments and engage with the feedback using green pen to improve their work.

5.4 Where appropriate, students should be encouraged to assess their own work, against the learning intentions and the success criteria, and improve their work using green pen.

- 5.5 Peer and self assessment is a valuable tool for learning that should occur regularly, but it needs to be well structured by the teacher.
- 5.6 To ensure consistency, schemes of work will be annotated to show which work pupils produce that will receive detailed feedback on a blue sticker.
- 5.7 Eliminating unnecessary workload will be at the forefront of any decisions related to marking and feedback.
- 5.8 Types and frequency of verbal feedback
- 5.8.1 This is the most frequent form of feedback - as students work, teachers will be checking in on them, asking them questions, and seeking clarification of their understanding.
- 5.8.2 It has immediacy and relevance as it leads to direct student action.
- 5.8.3 Verbal feedback may be directed to individuals or groups of students; this feedback may or may not be formally planned.
- 5.9 Type and frequency of written feedback
- 5.9.1 There are two types of feedback: detailed and maintenance (which deals with effort, literacy and presentation).
- 5.9.2 The frequency and form of written feedback will vary between departments and key stages, these are indicated in the feedback policies of each department (see appendices).
- 5.9.3 Some departments that have practical subjects will not have detailed written feedback.
- 5.9.4 Written feedback will clearly identify strengths and areas for improvement that students will then act upon using a green pen.
- 5.9.5 Maintenance marking may identify specific issues such as key words, literacy/vocabulary (see section 5) and presentation issues; students should act upon these.
- 5.10 Type and frequency of peer feedback
- 5.10.1 This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by teachers.
- 5.10.2 Written peer feedback should be clearly titled and underlined as 'Peer feedback'. It should include the name of the pupil who gave it.

5.10.3 Students need to be trained over time to peer assess one another effectively. The process will be clearly led by the subject teacher.

5.11 Type and frequency of self feedback

5.11.1 Akin to peer feedback, students need an explicit and clear structure to identify their learning needs.

5.11.2 Teachers should share success and/or assessment criteria where appropriate.

5.12 Literacy and numeracy feedback.

5.12.1 If the literacy standards of our students are going to improve we must all give appropriate targeted feedback. For students to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English but are essential for successful communication everywhere. It should be monitored in written feedback.

5.12.2 Work should be marked for literacy and presentation using the following symbols:

- **Sp** incorrect letters circled in the word = incorrect spelling. Correct x3 in margin
- **//** in the student's work means start a new paragraph
- **^** missing words
- **P** faulty punctuation
- **C** capital letters
- **NAFS** not a full sentence
- **In** incomplete work
- **H** handwriting
- **U** underline date/title/side heading
- **X** graffiti/scribble

5.13 We all have a duty to be vigilant about the standards of our students' numeracy where appropriate. For example, concepts such as graphs, ratio, proportions etc should be monitored accurately across the curriculum.

6.0 We aim to ensure that pupils are:

6.1 Excited and inspired by learning

6.2 Creative and independent in their learning

6.3 Aware of the importance of metacognition in their learning

6.4 Resilient and develop good work habits that maximise time for learning

6.5 Secure and safe in their working environment

6.6 Able to form good relationships with their peers and adults

6.7 Respectful of the feelings and opinions of their peers

6.8 Proud of their achievements and take great care with the presentation of their work

7.0 Monitoring, evaluation and review

7.1 Aims

7.1.1 To make secure judgements of teaching and learning across the school

7.1.2 To monitor and evaluate the progress of students during a lesson and over time

7.1.3 To judge and evaluate the performance of individual teachers against the Teaching Standards and check that high standards of professional performance are established and maintained

7.1.4 To identify group and individual training needs across the teaching and support staff

7.2 Heads of Department must ensure their department's feedback policy supports the school Teaching and Learning policy. This policy must identify the type and frequency of feedback in subjects. Heads of Department and SLT will be well-informed about the school's teaching and learning strengths through ongoing SLT and HoD lesson observations, learning walks, work scrutiny, appraisal and pupil voice. External judgements, such as those made by OFSTED and the School Improvement Partner, will also contribute to the evaluation of the quality of Teaching and Learning. These judgements will be shared with the Governing Body. The review and self-evaluation processes will consolidate strengths and effect any necessary improvements in the quality of teaching and learning.

7.3 SLT

7.3.1 Heads of department will review with their SLT link and departmental team the quality of teaching and learning in their department. This review will be based upon lesson observations; achievement and attainment data; learning walks, work scrutinies and pupil voice. Performance management targets and CPD will be informed by this.

7.3.2 SLT will review annually the quality of teaching and learning across the school through department and year reviews and achievement and attainment data.

8.0 Related policies:

8.1 Curriculum policy

8.2 Special Educational Needs & Disability

8.3 Single Equality Scheme

8.4 Homework Policy

8.5 Assessment and Reporting Policy

8.6 Behaviour Policy

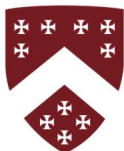
Appendix 1: KLB Teaching Principles

Retrieval practice	Starter activities and homework should be regularly used to recap prior learning and consolidate knowledge.
Clear and measurable learning intentions	Explain the purpose of the lesson, why it is important and how it fits into the scheme of work. Share success criteria linked to the learning intention so progress can be measured. Ensure tasks are a performance of understanding of the learning intention and that pupils are shown what excellence looks like. Revisit the learning intention in the lesson so that pupils can reflect on their progress.
High expectations for all pupils	Pitch lessons to the highest prior attainers and scaffold up so that all learners can access tasks. Use academic vocabulary and texts. Create a culture of ‘no opt out’. Be aware of pupils’ starting points and neurodiversity by utilising the information in Class Charts. Take the lead in the classroom with TAs and direct them to ensure they supplement the teacher, rather than replace them. Ensure you have communicated the ‘need to knows’ clearly and that you use TAs as part of your feedback loop.
Clear explanations that support pupils’ cognitive load	Break down difficult concepts into smaller segments to chunk learning. Limit explanations to 10 minutes and 3-4 new pieces of information that build on prior knowledge. Ensure you are explicitly modelling using ‘I do, you do, we do’, explaining your thinking in the ‘I do’ phase, saving questions for the ‘we do’. Share completed and worked examples and discuss what excellence looks like.
Check for Understanding	Questions should either make pupils think or be used to check for understanding so the teacher knows they can move on. Ensure you target the whole class and use a ‘no hands up approach’ when targeting individuals. Scaffold questioning with thinking time and by using think–pair–share.
Metacognitive strategies	Ensure you are explicit in explaining and teaching effective learning strategies that pupils can use independently. Make pupils aware of the desirable ‘struggle zone’ and aim to give them an 80% success rate. Ensure there are sufficient opportunities to engage in independent practice and that pupils have the opportunity to plan, monitor and evaluate their learning.
Reading and literacy	Ensure there is an explicit focus in all subjects on routinely improving disciplinary literacy in lessons. This should include frequent opportunities to read using different reading strategies and to speak using academic language. Pupils should be acquiring tier 2 and 3 vocabulary and high standards should be set for pupils’ writing.
Feedback and review	Feedback should be manageable, actionable and taken from the success criteria. Pupils should have time in the lesson to use their feedback to make improvements. Gather as much feedback as possible during lessons and adapt your teaching accordingly.

Appendix 2: Department Feedback Policies (on website)

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