



Kidsgrove
Learning Campus
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Teaching and Learning Policy

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Teaching and Learning Policy

1. Aim of the policy

The aim of the policy is to ensure consistently high-quality teaching across our academy in every classroom, every lesson, and every day. This policy is for all teachers at The Kidsgrove Secondary School: it provides the rationale and expectations for teaching and learning. It is not intended to restrict creativity and practice in the classroom but is to be used as the foundation for promoting outstanding learning experiences and to create a climate for cognitive agility.

The classroom is at the heart of everything we do at The Kidsgrove Secondary School, and we want our students to achieve their full potential. Making good progress is linked to students knowing how to improve their learning and acting on the personalised feedback that is provided to them. This is underpinned by the following:

- **What do students already know?**
- **What do students need to know?**
- **How will they get there?**

All teachers are expected to know their students and have high expectations of what they can achieve, demonstrating a growth mind-set to student learning and progress.

Planning for sequences of lessons should be planned to cover the required content, knowledge, or skills; teaching the lesson; using opportunities to assess what students have learnt and analysing those outcomes; reflecting and adapting teaching considering the assessment findings; and then feeding those reflections into content for future lessons.

This simple model of teaching and learning will help to ensure that we are preparing our students for the next stage in their development by meeting the demands of the curriculum, but also that we are engaging with effective assessment for learning to be able to adapt to the needs of our learners. Lessons should not be taught without being carefully reviewed and adapted considering what we know about the learners in our classrooms.

The approaches in this policy have been developed to ensure high levels of consistency and to secure high-quality teaching for all our students across the full curriculum. This is only possible through a determined, collaborative approach, where all colleagues embed these practices into their lessons and all lessons are rooted in the learning steps outlined below.



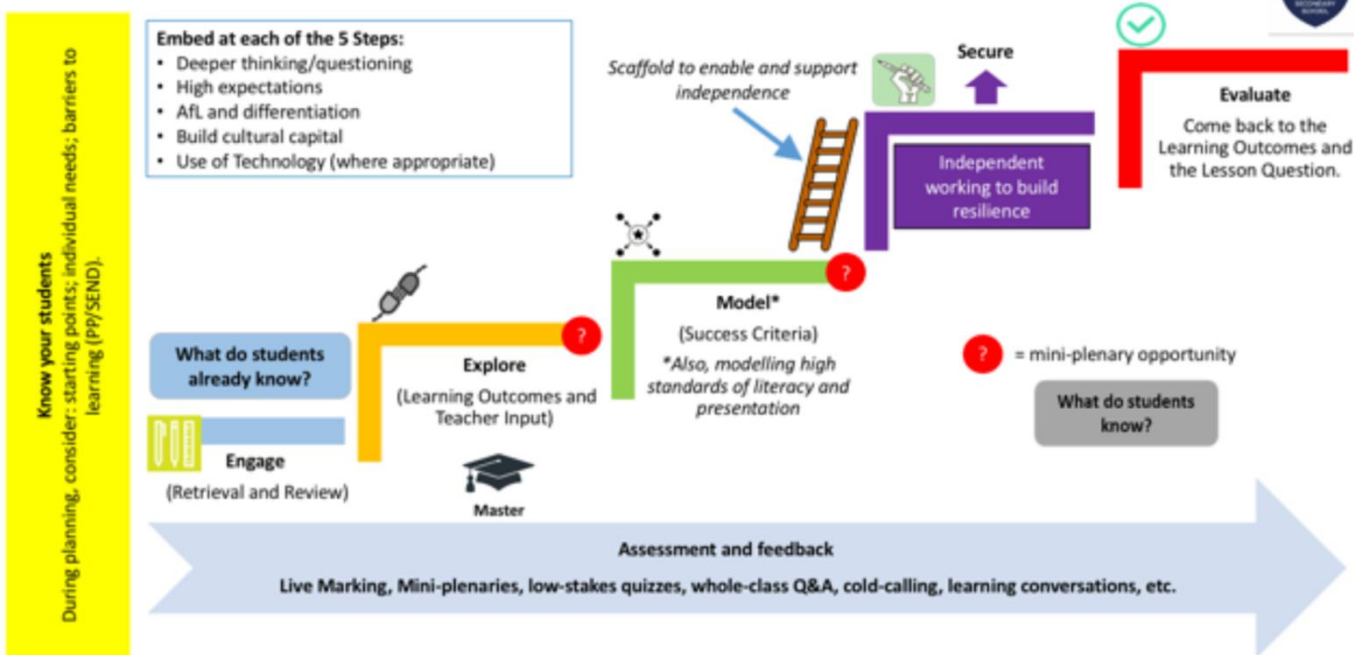
OUR TEACHING AND LEARNING CODE

- OUR STUDENTS ARE CHALLENGED AT ALL ABILITIES SO THAT THEY MAKE GOOD PROGRESS.
- OUR STUDENTS WILL BE ENGAGED IN LEARNING FROM THE VERY START OF OUR LESSONS.
- OUR BOOKS WILL SHOW QUALITY LEARNING, TEACHING AND FEEDBACK.
- OUR PLANNING WILL BE INFORMED AND WILL SCAFFOLD, SUPPORT, STRETCH AND ENGAGE STUDENTS.
- OUR ROOMS WILL BE ENVIRONMENTS WHERE ALL LEARNERS WILL THRIVE.



2. The Kidsgrove Secondary School - 5 'Learning Steps' Teaching and Learning Framework

The Kidsgrove Secondary School - 5 Learning Steps



The 5 Learning Steps should be used to inform all planning, whether this is a scheme of learning or an individual lesson. When planning the 5 Learning Steps, teachers will consider and anticipate: common misconceptions; potential barriers and how they can be addressed; lesson content and where a greater depth of learning can be achieved; and opportunities to assess students and provide feedback on a regular basis. This framework may run for a single lesson or for a cycle of several lessons.

It is important that teachers begin by establishing what students already know, or can do, using assessment data or through questioning in a previous lesson. This will ensure there is sufficient challenge and students are continuing to improve. The journey of the 5 lesson steps is as follows:

Engage,

This is the hook for the lesson and should be planned to be completed as soon as students enter and sit down to work. Teachers use this step to address the retrieval of connected knowledge to the lesson through 'Retrieval and Review'.

Explore (Learning Outcomes and Teacher Input).

The teacher uses a lesson question to prompt deeper thinking and questioning. This is where the teacher leads the lesson input (no longer than 10 minutes). The teacher will discuss, key concepts, key words and explain how this fits with the bigger picture.

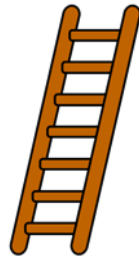
Learning outcomes will tell the students what they will ultimately be able to do, or know, by the end of the lesson. This will be supported by questioning and Assessment for Learning throughout the lesson to help signpost their journey and make progress visible.

Model

To allow students to fully understand the instructions and their new learning it is important that teachers model and share the lesson 'Success Criteria'. This gives students an understanding of what is expected of them and what is needed to achieve this.

Modelling is key to support progress and enabling students to succeed. At KS4 this should be exam related where possible and linked to exam criteria.

- The **ladder** in the learning steps framework is used to represent the steps that teachers take to ensure that students can complete independent tasks confidently e.g., has scaffolding been put in place to support? Teachers may consider what personalised support would be offered here to ensure that students independently achieve the desired result. The teachers will offer challenge and students are expected to achieve the highest possible quality of work.



- **Secure**

This step is the student's opportunity to show what they can do and have learnt in the lesson. This is a key step in the process. For Key Stage 4 students it may be appropriate for the teacher to provide opportunities for exam practice, opportunities for students to deepen their thinking and depth of thinking. The teacher will insist on student displaying resilience of understanding through a **silent task at some point during this step**. The 'resilience' here is the students being able to work using their own knowledge and skills. The teacher may ask that students to work in a group to investigate together and learn from each other. However, at times and in most lessons, it will be essential that students work alone to show their own understanding and ability to answer the lesson question.

- **Evaluate**

This step links clearly to the lesson question and the learning outcomes. Students can now at this point answer a particular exam question and/or show a good understand of a key concept/s. Teachers will use this step to plan forward to the next lesson by gauging if the learning outcome has been achieved.

- **Assessment and feedback leading to continuous reflection, review and action**

Our new model is being developed to ensure a model of a continuous review of the curriculum and pupils' journey through it. Throughout the lesson, assessment and feedback will be crucial so that the teacher can check that students are on track and feedback identifies what they need to improve. It will run throughout the lesson through questioning, live marking and will be evident in the work that the students are producing. This should inform future lessons and provide insight into topics that need to be revisited.

Standards of literacy and presentation in student work

As part of the model step in the framework, students should be shown exemplary standards of presentation of work and high levels of literacy. However, a focus on literacy and presentation should go beyond this and should permeate all lessons and tasks set. Students should be taught the importance of proper planning, forethought, and consideration of their work before committing to writing. The importance of taking pride in their work, and the impression poor presentation gives to others should be emphasised.

All planning should consider literacy and the needs of the students: whether this be anticipating difficult vocabulary in the lesson and presenting students with a glossary of key subject specific words, supporting students by showing/modelling how to set out and label a table or graph, or enabling students to work in pairs to support each other with checking literacy in work. We should aim to **“Plan every lesson with the language demands and key words in mind”** to ensure students are not unnecessarily hindered by avoidable barriers to their learning. Consider your lessons from the students’ perspective and consider where literacy may prove a stumbling block in them accessing the learning.

For presentation, students should be encouraged to ensure their work adheres to the following academy guidelines:

- All work in exercise books/digital workbooks should have a right-aligned date and a centre-aligned title, both underlined.
- Students should not in any way allow books to be decorated with stickers or graffiti.
- Students should always hand written work with a title and the date.
- Students should aim to draft work then check for content, organisation, and accuracy. Rework as necessary, then write-up neatly.
- Care should be taken with layout, making proper use of margins and indented paragraphs. A ruler should be used for drawing lines, tables, etc. and proper forethought given to how much space these will need on the page and how best to present them.
- Work should be written in blue or black ball point and only use colour when this is necessary to aid presentation.

3. Know your students

When planning lessons, teachers should use their knowledge of individual students within their classes to ensure all students achieve their potential. This includes understanding of:

- Starting points (KS2 data, CAT4 data, previous test data, reading ages, gaps in knowledge, what they currently know, performance last lesson, in-lesson opportunities to gauge and direct learning)
- Individual needs (e.g., SEND, EAL)
- Potential barriers to learning (e.g., Pupil Premium)

What we would expect to see at The Kidsgrove Secondary School

Staff have access to contextual data for all their students via ClassCharts, SISRA and SIMS, so that teachers are aware of any specific needs.

- For SEND students, the EHCP and one-page pupil profile must be referred to for advice and guidance on how best to support an individual’s learning. Ensure that this is implemented in your daily lessons.
- In addition to this, all staff are asked to use ‘Inclusive Planning Grids’ for their classes, identifying the specific needs of individuals and how their learning will be met. This should then be referred to when planning lessons to ensure that every student achieves their full potential.

- Continuous Reflection and Performance Reporting processes will guide teachers in terms of addressing progress such as gaps in learning and misconceptions. It is important that there is a focus on knowledge being gained and this then being revisited and improved upon regularly.
- Pupil Premium students are catered for through anticipation of gaps in knowledge, life experiences, and resources at home.
- Higher ability students will be supported and challenged through the scaffolding in lessons. Teaching should be targeted to the highest grades within the class and support offered to help students achieve those points.

3b. Adaptive Teaching

Student learning should be adapted based on prior knowledge of the students (performance in previous lessons, learning needs, results from assessments, etc.). All lessons should be planned with learners in mind. At Kidsgrove Secondary, we use the approach that all students should 'Master' each lesson and every specific lesson question. All learners are provided with support to ensure that they make progress in lesson and can 'Evaluate' their learning.

4. Assessment and feedback – please see marking and feedback policy

Assessment falls broadly into two categories:

- **Continuous Reflection** (used to inform daily teaching and learning - formative), this should be on-going and present in most lessons. It identifies what students know or what misconceptions they may have so that these can be quickly addressed and built upon, constantly checking that students understand what has been taught.
- **Performance Reporting** (used to sum up what the students know – summative) will take place two times a year in a calendared examination period. The examination will be designed to dominantly assess what has been taught since the previous examination and will also have a minor focus on sampling prior knowledge from previous terms and previous years.

5. Homework

Why we set Homework tasks

At The Kidsgrove Secondary School, we expect students to work hard. We also expect them to work efficiently, in school and at home too. We want students to do useful things with their time. In writing this policy, we have used The Education Endowment Foundation Toolkit - a major source of research-based evidence on all aspects of school life.

This Independent Study policy is designed to help students learn by using the most effective strategies. In schools where learning to complete at home is set, students tend to perform better. The EEF has found that, on average, **homework at secondary school makes the same difference as an extra five months of classroom teaching per year**. We expect students and families to understand the benefits of this. Imagine two students at the same ability in year 7. One of them does their Independent Study and the other does not. By the end of year 11, the difference between them is two years' worth of learning.

Students who do not get in the habit of completing tasks gradually fall behind until they are too far behind to catch up. If left unchecked, not even the best intervention can close this gap. The most important things that families can do at home to support their children's education is to ensure that they are safe, well cared for, and that they complete their Independent Study.

The Independent Study policy is both simple and flexible:

Regularity

Subjects will generally set homework tasks at least once per week, as well as tasks to be done over the holidays. Subjects which are taught most frequently, such as English, maths and science may require tasks more frequently. Sometimes, students working on an extended project have a longer deadline, but they might have to show their progress each week.

Timetable

Each subject will usually set its homework on the day on which it is taught. Where the subject is taught on more than one day a week, the teacher will choose the day on which to set the work.

Deadlines of tasks

Most subjects will allow several days for tasks to be completed so that students can organise their workload. Many subjects in Years 7 and 8 only have one lesson a week so they will usually ask for it to be completed by the next lesson.

Format of Homework

The [EEF toolkit](#) identifies that "homework is most effective when used as a short and focused intervention", and that "in the most effective examples homework was an integral part of learning, rather than an add-on". Also, "a variety of tasks with different levels of challenge is likely to be beneficial".

The format and level of challenge of homework will vary between subjects. For example, some lessons will require skills practice; others might require students to read around the subject.

At The Kidsgrove Secondary School, the minimum expectation is that homework is set as a low-stakes retrieval task where students are given questions that they will be asked the following/a future lesson and are expected to revisit content and learn the responses to those questions.

Homework will be mostly assigned via ClassCharts and many activities will incorporate the use of the iPads.

Help with Homework

Homework tasks, if judged correctly, should have a range of levels of challenge. Sometimes students become stuck, but this is not a bad thing. Being stuck provides a chance to overcome a barrier, but there is also help available.

A staffed **Homework Club** is available for students everyday to support them with the completion of their homework. Students may opt to attend Homework Club or may be referred by staff to attend should homework be incomplete or below the expected standard.

Students can also email their teachers if they are stuck. This allows the teacher to get feedback on how hard their class felt the task was. They may provide a hint or even re-teach some of the work in class. Students must let their teacher know if there is a problem with meeting a deadline as soon as possible, with a good reason. Teachers will be sympathetic and may extend a deadline if a student asks in good time.

6. Monitoring and evaluation

We are committed to developing an "open door" culture, where monitoring is purposeful, provides useful feedback and impacts positively upon student outcomes and staff development. We believe that transparency is key; staff need to fully understand what we are doing, why and how. Our monitoring and evaluation allow us to meet our obligations for formal reporting on the quality of teaching and learning whilst also informing action plans and CPD.

7. Our Learning Environments

We take great pride in our School and learning environments. We ensure that our teaching areas are organised and tidy to support an effective learning culture and that displays are engaging and meaningful whilst also reflecting a range of pupils' achievements.

8. Quality Assurance of Teaching and Learning

Monitoring of our Teaching and Learning is carried out using a number of strategies;

- **Work scrutinies** – These take place throughout the year and have a specific focus. Following work being submitted, staff will collectively monitor, assess and then feedback on the work scrutiny.
- **WALKTHRU**s – These are informal drop-ins and will have different foci depending on current needs and PD topics.
- **Observations** – These are calendared at the beginning of the academic year. Communication will occur prior to the observation, evidence will be observed to support evaluative comments and then reflection will occur following the observation.

Appendix of key terms used throughout the policy

AfL: Assessment for Learning. This is similar to diagnosis in that teachers use a range of tasks, questions, feedback to determine how much students have learnt and what they need to move on to. However, where diagnosis simply determines where gaps in learning are, AfL will inform changes within the lesson, changes to future lessons to address weaknesses, and changes to entire schemes of work. AfL should permeate every lesson and be used constantly to direct support and challenge where it is needed.

Lesson Question: a question which addresses what students need to know from a topic or unit of work. This should address key knowledge, skills, and contextual information needed by the student. The ability of the students to be able to answer this question is the core aim of the scheme of work/series of lessons and as such all lessons should build to support students in understanding the issues and processes surrounding this question.

Adaptive Teaching: provision of different versions of a task or resource to support students with different needs or at different points of the 5 learning steps. This may be provision of a harder, challenge task for students finding the work too easy, or extra teacher support for a student struggling to understand the lesson. This will be identified by continuous reflection and performance reflection.

Homework: The Kidsgrove Secondary School terminology for work completed by students at home to supplement the learning taking place in the classroom.

Scaffolding: support put in place to help students to achieve the requirements of a task. Examples include sentence starters, prompts, pre-populated tables, etc. This should give students a framework to support their learning and assist them in achieving at the same level of their peers, albeit with a little more support. The aim should be that scaffolding is a temporary measure to be gradually withdrawn as students progress.

Success Criteria: a list of requirements for students to be able to succeed in a given task. It may be that students need to consider key vocabulary in their response, or set it out in a particular way, but success criteria should provide guidance and a useful 'tick list' for students to check that they have met all the necessary points to succeed.

Fix It: Lessons resulting from an assessment or period of diagnosis where students are provided with opportunities to make corrections to previous work, address weaknesses in learning, and aim to improve on prior attainment. This may be one lesson where you want to address some misconceptions from last lesson or could be several lessons following an assessment where you want to cover areas where several students made mistakes or lost marks.