



Kesteven and Sleaford High School
A Community Inclusive Trust School

Teaching and Learning Policy

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Aims of the Policy:

- To provide a framework for Teaching and Learning at KSHS through our agreed consistencies and a shared definition of Teaching and Learning.
- To ensure inclusive Quality First Teaching is at the heart of our approach at KSHS.
- To allow all stakeholders to understand their roles and responsibilities in the school Teaching and Learning provision
- To clarify explicit expectations for evaluating the quality of Teaching and Learning across the school.

This policy should be read in conjunction with:

- KSHS Curriculum Policy
- KSHS Assessment, Recording, Reporting Policy including Marking and Feedback Policy
- RCT Performance Development policy

Definition of Teaching

Teaching is the progress which teachers undertake “*for pupils to know more and remember more, guided by a carefully sequenced curriculum*”. (Sean Harford, National Director of Education, April 2018)

Teaching involves planning well-structured lessons, which build on prior knowledge, through thoughtfully selected activities. These activities should allow students to hook prior knowledge onto their schema as “*developing rich, connected schemas in the minds of our children is a sure-fire way to be able to create, develop and embed knowledge.*” (Hydeh Fayez, EEF, Sept 2021) Teaching should also offer



opportunities for application of this knowledge to consolidate the learning, as well as aptly placed and varied spaced retrieval strategies to enhance knowledge retention. Teaching should also allow all students to achieve highly through scaffolded tasks, which supports learners to move towards a more secure understanding of knowledge. At KSHS we believe that this Quality First Teaching, which offers high-quality, inclusive teaching to all students, is the best way to ensure that all students make excellent progress, i.e., know more and remember more.

KSHS Teaching Staff have 7 agreed consistencies that we believe underpin highly effective, Quality First Teaching, leading to good quality learning, where students are able to know more and remember more. These features form the basis for planning lessons from which students can best learn, and they are:

1. Retrieval Practice
2. Clear explanations
3. Checking understanding – including addressing misconceptions
4. Scaffolding
5. Deliberate practice
6. Feedback
7. Metacognition

It is also agreed that teachers should exploit all available opportunities to promote reading, literacy and numeracy within their lessons (see Appendices 1 and 2 – Literacy and Numeracy Policies). Elements of these teaching consistencies will be visible in all classrooms.

Further to this, we recognise that good teaching manifests in different ways across the curriculum. As an acknowledgement of this, each subject has devised their own 'Pillars of Pedagogy' which builds on our 7 agreed consistencies and outlines key subject-specific methodologies to ensure consistency of teaching approach, promoting best practice and high levels of progress for all. These pillars are shared in Departmental Teaching and Learning Protocol, and are embedded in subject-specific teaching.

Definition of Learning:

Learning is the " a lasting change in pupils' capabilities or understanding " (Soderstrom and Bjork, 2015) ultimately making changes in the long-term memory. The learning process can be split into 3 broad themes: Engagement, building knowledge and consolidation. Learning occurs when:

- A student is engaged in the new knowledge – through framing the learning and teacher explanations – which are clear and concise
- The level of prior knowledge has been assessed and misconceptions addressed by the teacher
- New knowledge is linked to prior knowledge
- The content of lessons is neither too hard (no learning takes place) nor too easy (answers require no thinking)
- New knowledge is broken down into manageable chunks, so as not to overwhelm the working memory
- Deliberate practice of new knowledge is undertaken, in order for consolidation – storing knowledge in the Long-term Memory
- Low-stakes tasks are performed to strengthen recall from the long-term memory
- Teachers use questioning to deepen understanding, requiring students to think hard.

Learners process and internalise knowledge at different speeds, and in different ways, and it is the responsibility of the teacher to use adaptive teaching strategies as an addition to Quality First Teaching to support students in this process.

Roles and Responsibilities:

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

Leadership Team

- To create time and opportunity for all teachers to develop their knowledge, understand and application of research-informed best practice of Teaching and Learning across the school
- To support Subject Leaders in Quality Assuring Teaching and Learning in their Departments, led by the KSHS agreed consistencies, and the Subject Specific Teaching and Learning Protocol
- To lead discussions on areas of strength and areas for development in Teaching and Learning following Departmental Deep Dives (part of the Quality Assurance Calendar)
- To provide appropriate support, training and resources for Departments, subject areas and individual staff
- To offer appropriate CPD to all staff to develop their knowledge and confidence in best-practice of Teaching and Learning
- To ensure Quality First Teaching allows all groups of pupils to make good progress, ensuring inclusivity in our approach to Teaching and Learning

Subject Leaders:

- To be responsible for the co-ordination of planning of a well-sequenced subject curriculum and schemes of learning, and in turn well-structured lessons to ensure all students will know more and remember more, including students with SEND
- To monitor and drive consistency of the Departmental Pedagogical approach through the Teaching and Learning protocol, and the Department's Pillars of Pedagogy.
- To ensure the KSHS agreed consistencies are maintained as standard in the department and that the department protocol for assessment, marking and feedback is enacted
- To provide appropriate support to team members by providing training, advice and guidance, using current pedagogical research
- Support staff to trial different pedagogical approaches in order to maximise pupils' opportunities for learning and to develop and reflect on their Teaching practice

Teaching Staff:

- To ensure that their own teaching meets the National Teachers Standards; ensuring classroom practice embodies Quality First Teaching.
- To plan well-sequenced and structured lessons that allow new knowledge to hook onto schema, and give opportunities for deliberate practice to consolidate this knowledge.
- To ensure their Teaching practice embodies the KSHS agreed consistencies as a standard
- To ensure that the Departmental Teaching and Learning protocol informs their teaching, to improve consistency of pedagogical approach within their subject area for all students, including those with SEND
- To promote inclusivity in the classroom by using Quality First Teaching for all students, and adaptive teaching strategies where needed.
- To actively reflect on their pedagogical approaches, and to engage with research to support this

All staff:

- To be aware of the KSHS agreed consistencies, and to develop a shared vocabulary around pedagogy

Students:

- To engage positively with lessons, and show an intellectual curiosity towards their learning across the school
- To develop subject specific vocabulary and knowledge, which allows them to converse and write confidently

Those with parental responsibility:

- To support the policy of the school, in line with the Home-School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.

Continuing Professional Development (CPD)

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met, as well as offering teachers the opportunity to continue as life-long learners. The CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff to develop their pedagogy, as well as practical strategies to use in the classroom and understanding how children learn.

Monitor and Review:

Middle Leaders and Senior Leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis through completion of the Quality Assurance Calendar. The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

Appendices

1. Literacy Policy
2. Numeracy Policy

Agreed by KSHS SLT March 2025

Next Review Due: March 2026 (Annual)

Appendix 1 Literacy Policy

Aim of the Literacy Policy

The aim of the Whole-school literacy policy is to raise literacy attainment for all students. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each pupil.

Kesteven and Sleaford High School is committed to promoting whole-school literacy across all year groups in order to support outstanding Teaching and Learning. We are committed to developing literacy skills in all our pupils, in the belief that it will support their learning and raise standards in all subject areas.

This policy should be read in conjunction with:

- KSHS Curriculum Policy
- KSHS Teaching and Learning Policy

Definition of Literacy.

Literacy is the ability to communicate, to read and to write. It is also the ability to identify and use an appropriate register in spoken and written communications.

Literacy underpins the school curriculum by developing students' ability to:

- A) Speak, listen, read and write for a range of purposes
- B) Use language to learn and communicate, to think, explore and organise
- C) Express themselves clearly orally and in writing, which enhances and enriches teaching and learning in all subjects.

Students need to use these skills across the school in order to access the curriculum fully; therefore all staff share responsibility for literacy, whatever their subject.

Our key areas in promoting literacy are:

1 – Prioritising 'disciplinary literacy' across the curriculum by supporting teachers to define effective disciplinary (subject-specific) reading, writing and talk, e.g., how to construct a scientific method, or appraise historical sources.

2 – To provide targeted vocabulary instruction for all students across the curriculum, specifically for Tier 2 (frequently used) and 3 (subject-specific) vocabulary by carefully selecting the vocabulary to be included in the curriculum. Teachers should provide multiple opportunities to hear, see and use this vocabulary whilst consistently checking for understanding.

3 – To develop students' ability to read and comprehend complex academic texts through linking new knowledge onto existing schema, using deliberate practice and through effective questioning.

4 – To chunk, scaffold and model more complex writing tasks as appropriate. This may include explicitly teaching students planning strategies, or providing word, sentence and whole text level instruction.

5 – To provide opportunities for structured talk in lessons. Teachers should model what effective talk sounds like in their subjects and deliberately sequence talk activities alongside reading and writing tasks to allow students time to perform deliberate practice of new vocabulary. Teachers should select questions that are open-ended and scaffold tasks using sentence starters and prompts.

6 – To provide high quality literacy interventions for students in need of further support. This is done in school through the Lexia programme, with all students in Year 7 engaging in the programme as well as it being available for use for targeted intervention in other year groups

Roles and Responsibilities:

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

Leadership Team

- To create time and opportunity for all teachers to develop their knowledge, understanding and application of research-informed best practice of promoting and teaching literacy across the school
- To support Subject Leaders in Quality Assuring Literacy in their Departments
- To lead discussions on areas of strength and areas for development surrounding teaching and supporting Literacy Development
- To provide appropriate support, training and resources for Departments, subject areas and individual staff in liaison with the Head of English.
- To offer appropriate CPD to all staff to develop their knowledge and confidence in best-practice of Teaching Literacy.

Subject Leaders:

- To be responsible for the co-ordination of planning Literacy into the subject curriculum and schemes of learning
- To monitor and drive consistency of the Departmental approach to Literacy
- To provide appropriate support to team members by providing training, advice and guidance, using current pedagogical research

Teaching Staff:

- Act as a role model for literacy – both in spoken and written language
- Teach, model and scaffold transferable skills, such as close reading, skimming and debate
- Exploit all opportunities within a lesson to promote and enhance pupils' literacy.
- Teach Tier 3 substantive and disciplinary vocabulary relevant to their subject, and how to use and spell these terms.
- Check for comprehension of written and spoken language by adhering to the KSHS Agreed Consistencies outlined in the Teaching and Learning policy.

Students:

- To engage positively with lessons, and show an intellectual curiosity towards their learning across the school
- To develop subject specific vocabulary and knowledge, which allows them to converse and write confidently

Those with parental responsibility:

- To support the policy of the school, in line with the Home-School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.

Appendix 2 Numeracy Policy

Aims of the Policy

The aim of the Whole-school numeracy policy is to develop, maintain and improve standards in numeracy for all students. Staff work together to ensure consistency of practice including methods, vocabulary and notation, which will assist the transfer of pupils' knowledge, skills and understanding between subjects.

This policy should be read in conjunction with:

- KSHS Curriculum Policy
- KSHS Teaching and Learning Policy

Definition of Numeracy

Numeracy is a proficiency which is developed mainly in Mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spacial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

Our key areas in promoting numeracy are:

Teachers of Mathematics should:

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.
- Provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups
- Seek opportunities to use topics and examination questions from other subjects in mathematics lessons
- Make references to the applications of Mathematics in other subject areas and give contexts to topics where appropriate

Teachers of subjects other than Mathematics should:

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly
- Be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills
- Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups
- Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

Roles and responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

Leadership Team

- To create time and opportunity for all teachers to develop their knowledge, understanding and application of research-informed best practice of promoting and teaching numeracy across the school
- Monitor, evaluate and review the whole school Numeracy policy
- To lead discussions on areas of strength and areas for development surrounding teaching and supporting Numeracy Development
- To provide appropriate support, training and resources for Departments, subject areas and individual staff in liaison with the Head of Maths
- To offer appropriate CPD to all staff to develop their knowledge and confidence in best-practice of Teaching Numeracy

Subject Leaders:

- To be responsible for the co-ordination of planning numeracy into the subject curriculum and schemes of learning
- To monitor and drive consistency of the Departmental approach to numeracy
- To provide appropriate support to team members by providing training, advice and guidance, using current pedagogical research

Teaching Staff:

- Be teachers of numeracy no matter their particular subject expertise
- Teach, model and scaffold transferable skills, such as collecting and analysing data, representing data and appropriate calculations
- Exploit all opportunities within a lesson to promote and enhance pupils' numeracy
- Check for comprehension of numeracy by adhering to the KSHS Agreed Consistencies outlined in the Teaching and Learning policy.

Students:

- To engage positively with lessons, and show an intellectual curiosity towards their learning across the school
- To develop subject specific vocabulary and knowledge, which allows them to converse and write confidently

Those with parental responsibility:

- To support the policy of the school, in line with the Home-School Agreement, by providing support for students at home, allowing them to continue to develop their learning effectively.