

# Effective Teaching and Learning Policy



V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

## TKS Effective Teaching and Learning Policy v7 Apr 30<sup>th</sup> 2014

The mission of The King's School is 'to support parents in discipling young people who know God and are trained to serve and influence their generation through godly attitudes and actions'. Our teaching aims to provide a Christian education that meets the needs of each individual child spiritually, academically, emotionally and physically, in a peaceful and loving environment built on a foundation of biblical truth and character development. We believe a successful Teaching and Learning Policy enables all children to be effective learners; to have the confidence to take responsibility for their own learning; understand what it is they are learning and how best they will achieve the objectives of the lesson. This policy was formed through staff consultation and discussion and seeks to ensure that the practice of excellent teaching and learning is consistent throughout the school, even given different applications dependant on age and subject. The implementation of this policy by all staff is necessary to maximise learning opportunities for all pupils.

### **Aims and Objectives**

We aim to enable children to:

- fulfil all that God has called them to be, both now and in the future
- achieve academic success so that they can serve and influence their generation
- be instructed in God's ways through knowledge of the bible and biblical principles
- develop a godly character resulting in godly attitudes and actions
- prepare children to live successfully in the world, understanding, accepting and respecting others
- know God and see his Spirit at work in all of life, especially at school
- become a confident, persevering, resourceful, enquiring and independent life-long learner

We will achieve this by:

- creating and maintaining effective links between the school and the child's parents/guardians
- giving a Biblical perspective on academic subjects
- providing a wide and varied curriculum
- seeing children as God sees them
- valuing children as individuals, each with their own gifts and talents,
- creating a school environment where children are free to worship God and develop the giftings he has given them
- providing a learning environment that is calm, effective, stimulating, celebratory and interactive
- providing consistently high quality, effective teaching throughout the school
- basing our approach on biblical values and principles
- engaging with the wider community
- encouraging celebration of achievement and a godly desire to enjoy succeeding

# Effective Teaching and Learning Policy



V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

## Effective Learning

This was created through staff meetings and agreed upon across the school. Our policy is to give every pupil the opportunity to learn effectively.

Effective learning happens where the pupil:

- Is open to a growing relationship with God
- Has a strong and positive working relationship with the teacher; one of love and respect appropriate for the age of the student
- Understands that learning is part of enjoying life as God intends, out of relationship with God eg. praying over difficulties, giving thanks for achievement
- Looks forward to coming to school
- Engages personally with the learning, seeing its relevance to them
- Leaves behind negative opinions about any given area from past or inherited history from background eg. I'm no good at Maths!
- Has their own individual creativity, gifting and enthusiasm encouraged not crushed
- Knows the learning objective, what is expected of them and has ownership the learning
- Is aware of how they learn best
- Is able to do and see, as well as hear
- Has tasks which are well matched to their level of ability
- Plays their part in an organised and peaceful (not necessarily quiet) environment
- Has the skills to use the relevant equipment eg. Internet, Calculator, Dictionary, Bunsen burner
- Is confident in the teachers subject knowledge and ability to manage the class
- Has supportive parents working together with the school eg. with homework
- Has memorable experiences, excursions and events as part of the learning programme
- Perseveres when work is proving challenging
- Has a positive attitude to making genuine mistakes, recognising these are learning opportunities
- Understands the links between subjects and lessons in sequence, including the unifying Biblical worldview and spiritual principles
- Is able to evaluate their own progress and plan for improvement
- Listens attentively to the teacher and is responsive to tasks set
- Is confident at attempting problem solving as well as answering questions
- Has enough opportunity to receive help from teachers or adults when needed
- Understands how to learn in community and which peers they do and don't work well with
- Uses technology confidently, connecting learning and developing skills
- Celebrates their own and others success
- Is beginning to understand God's love and calling on their life, and that school can prepare them for this
- Is prepared to take on personal challenges and learn independently

# Effective Teaching and Learning Policy

V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

## Effective Teaching

This is what we believe as teachers that we need to embody, prepare and deliver to be effective teachers. This is from a backdrop of all teachers following Jesus Christ who we believe is the master teacher.

Effective teaching happens where the teacher:

- Has a strong and positive working relationship with the each individual pupil; one of Christ-like love and respect appropriate for the age of the student
- Understands that learning is part of enjoying life as God intends, out of relationship with God eg. explaining the Biblical worldview as appropriate to their subjects
- Looks forward to teaching and seeing students learn
- Engages personally with the teaching content, bringing enthusiasm and relevant personal experience
- Loves their subjects and helps students face and deal with negative attitudes to learning
- Discovers and draws out the individual creativity, gifting and enthusiasm of students
- Is clear in explaining lesson objectives, learning tasks and other instructions
- Takes account of different learning styles and uses a variety of methods
- Plans carefully, differentiating and ensuring progression for all children
- Is organised and at peace, setting the tone in the classroom
- Teaches the relevant skills as well as the knowledge to achieve in their subject
- Sets relevant and well matched homework
- Inspires perseverance
- Is confident in their subject knowledge and ability to manage the class
- Organises memorable experiences, excursions and events as part of the learning programme eg. multi-sensory stimulation
- Has a positive and humble attitude, as a fellow learner, to the making of genuine mistakes, recognising these are learning opportunities
- Makes explicit the links between subjects and lesson objectives
- Communicates the links between subjects and lessons in sequence, including the undergirding Biblical worldview and spiritual principles
- Uses effective formative and summative assessment of learning to inform future targets
- Finds creative ways to explain and scaffold where concepts are hard to learn
- Gives problems to solve as much as questions to answer
- Organises supporting adults and students effectively to give help where needed
- Organises seating to maximise community learning, reduce distractions and account for personalities
- Uses suitable technology, connecting learning and modelling skills
- Highlights and celebrates the success and achievement of all pupils
- Understands the strengths and weaknesses of different pedagogical approaches and group sizes
- Is committed to serving God in teaching as a calling

# Effective Teaching and Learning Policy



V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

- Is optimistic and has vision for each child
- Has the confidence to try new approaches, as well as tried and tested methods
- Is confident to allow noise, activity and discussion
- Models a relationship with Jesus and obedience to biblical principles in their own life eg. hard work, asking for God's help, repentance, grace, forgiveness.
- Doesn't make assumptions about students too quickly, allowing God to surprise us about them
- Is willing to learn FROM the children and to express that eg patience
- Is prayerful, inviting the Holy Spirit to inspire and redirect to achieve the best learning
- Use a variety of open, closed and assessing questions
- Actively observe and listens to what pupils say in response to questions to best gauge their understanding
- Discerns how lessons and units are going, and is flexible to adapt targets where needed
- Teaches students how to learn independently and go beyond what has been taught

## The Learning Environment and Resources

This is what we will provide to achieve effective teaching and learning:

- Monitoring that pupils have the right equipment to access the learning, and providing back up resources where needed eg. calculator
- A prepared classroom ready with the resources needed at the beginning of the lesson eg laptops, number lines, games, photocopied sheets, text books, writing materials
- An interactive environment which promotes independent learning and celebration of achievement eg. through displays
- Creative use of space; moving chairs and furniture when necessary to facilitate learning
- Creative use of what we have
- Regularly using ICT as much to connect and develop learning
- Using spaces other than the classroom for learning where appropriate
- Teaching respect for equipment provided and shared, so that all can learn and benefit

## Effective Behaviour For Learning

This is what we expect in behaviour and discipline for learning to be effective.

- The teacher provides clear expectations of behaviour linked to school policy but adapted to different class and group environments
- A sense of a positive community with lots of positive communication
- Poor behaviour is assertively and confidently addressed, with clear instruction of the opposite positive behaviour following
- Age appropriate rewards and sanctions given.

# Effective Teaching and Learning Policy

V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

- An awareness of relationships dynamics which may lead to poor behaviour and making adjustments accordingly (eg seating plan)
- Respectful interaction 'both ways'. Respect others' opinions. Respect for each other's right to learn
- Giving an orderly greeting at the start of a lesson
- A clear plan of how verbal contributions will be received by the teacher
- There is a comfortable environment conducive to good behaviour
- On some occasions, visible and explicit demonstrations to individuals of grace, where punishment is rightly deserved
- Ability to comfortably see and hear throughout the lesson
- Giving the pupils sufficient rest or stretching breaks
- Effective differentiation, so pupils can be achieving and therefore positively respond
- The teacher is clear about the current 'time' to talk, to listen, to work quietly
- The teacher engaging interest and maintaining the pace of a lesson to help pupils remain focussed
- Specific behaviour requirements are made clear when working with practical and potentially dangerous equipment
- Asking permission to move around in a lesson

## Long, Medium and Short Term Planning

This is how we plan for effective learning:

Prayer is very much a part of all planning, and the Biblical Worldview has been embedded throughout each subject area. Staff regularly review the biblical content for relevance and pray when reshaping lesson plans in the light of evaluation and assessment.

### Secondary

English: Mostly the SOW cover half-term units, from which lesson plans are developed for up to two week blocks. The SOW have been developed from a mixture of text book and self-written materials.

Maths: Lesson plans flow from the SOW which has been developed from the texts books used and the GCSE curriculum. Medium and short term plans are adjusted depending on progress of students and groups. There is a spiral plan so topics are regularly covered at increasing levels of difficulty.

Science: Exam board specifications drive the content of the planning for Biology, Chemistry and Physics. KS3 is less time constrained than KS4. Each year time is allocated, given the success of previous work, for sections of the SOW. This includes which practicals to focus on. Rate of progress is monitored and medium and short term planning adjusted accordingly.

History and Geography: SOW are built around text book work and individually devised sequences of lessons. Main themes are covered in KS3 which prepare student well for KS4.

# Effective Teaching and Learning Policy



V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

French and German: Lesson plans flow from the scheme of work (SOW) which has been developed from the texts books used and the GCSE curriculum. One week is usually one unit of one module.

Art: Lessons are delivered from following the SOW for each year group in KS3. Long term planning gives themes for KS3. Termly plans give specific learning tools. Weekly plans come from assessing the progress. For KS4 the GCSE syllabus is covered through broad themes, with medium term plans following each unit. Short term plans are shaped by evaluating progress.

RS: The SOW are developed to cover a long term overview for the 5 years in secondary. The themes taught form the medium term plans resulting in lesson plans usually as Power point lessons.

PE, Drama, ICT : The lesson plans which flow from the SOW have been developed from the relevant GCSE curriculum.

## Primary

- 1) A two year overview of KS1 and KS2 gives the starting point for planning
- 2) Numeracy and Literacy have specific themes to cover
- 3) Each term, joint planning with TAs to integrate themes and topics across all subject areas
- 4) Teachers plan sequences of lessons for each half term

## **Monitoring, Evaluating and Review of Teaching and Learning**

The monitoring and evaluation of the teaching and learning within the school is undertaken by the Principal, headteachers or other persons nominated by the SLT. It will take the following forms:

- Lesson Observations
- Book or work scrutinies (including presentation, differentiation, marking and feedback)
- Conversations and questionnaires with pupils
- Monitoring of planning
- Data on pupil progress

## **Connected Learning Statement**

As a school seeking to be the 'best', and with a mission to 'prepare young people to serve and influence their generation', we believe God is calling us to train our pupils in how to creatively and wisely handle the digital technology of the 21<sup>st</sup> century.

Our vision is to have a school culture where we have more '**connected learning**' that is evolving with the technological advancements in society.

We want our teachers and staff to

- Use appropriate digital technology to facilitate the **effective learning** of pupils
- Use appropriate digital technology for **administrative functions**

# Effective Teaching and Learning Policy

V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

- Develop an **approach** more suited to the 21<sup>st</sup> century
- Adopt an attitude of being willing to **learn and implement** new ways of using IT, as new technology becomes available

We want our pupils to

- Have the **basic skills** needed to use digital technology
- Be able to use digital technology in a **wide range of contexts**
- Develop a balanced awareness of the **possibilities** as well as the **dangers** of IT

This will mean

- Planning strategic investment of **finances** in developing current IT provision
- Regular **training** of key staff to develop skills
- **Administration** systems becoming more professional
- Improving in our ability to interface with the **offsite school community**
- Developing our ability for the local community and beyond to **remotely access** the school

Our policy is that this connected teaching and learning culture will increasingly effect the nature of the school as we move forward.

## Assessment

See the assessment policy

## Curriculum Policy

### Biblical Worldview

At The King's School we are committed to teaching our curriculum from a Biblical Worldview. The Bible is to be used as the key reference point for our methods and our teaching. This is sometimes overt (quoting scripture) and sometimes more implicit (in our style). We allow pupils to engage fully with current knowledge, research, thought and debate in all areas of study, presenting them with the Biblical worldview aspects appropriate for their age and stage.

### Curriculum Review

Every three years the secondary head of subject or the primary school headteacher will review the curriculum on offer through the school.

A common pattern would be as follows with core subjects being reviewed every three years:

- Year 1: English and literacy, SEN curriculum, Primary Themes and Humanities
- Year 2: Maths and numeracy, Art and Design, Music and Drama

# Effective Teaching and Learning Policy

V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

- Year 3: Connected learning (computing and use of technology), Science and RS
- Year 4: English and Literacy, SEN curriculum, Primary Themes and MFL
- Year 5: Maths and numeracy, PSHE and Devotions
- Year 6: Connected learning, Science and RS

Major new educational initiatives or reviews of GCSE subject provision, may determine that these subjects receive greater emphasis in a given year. For example where a new scheme, text book or on-line materials need to be integrated.

## Curriculum Responsibility

Subject heads, and Heads of school take responsibility for the delivery of the best curriculum in the classroom. Literacy, Numeracy and Connected learning skills should be embedded and integrated into curriculum planning through schemes of work and theme/unit planning.

## Curriculum Time

The Senior Leadership Team with the oversight of the governors will agree the amount of time given to different curriculum areas across the school, and monitor this. In primary Literacy and Numeracy sessions will take place for at least 1 hour every day, sometimes integrated with other subjects. In secondary a focus is given to emphasising English and Maths. Time for devotions and worship is given every day for all classes, usually first thing in the morning.

## Early Years and Stepping Stones Content

The teaching in the Early Years follows the Early Years Foundation Stage. We seek to cover and integrate these seven areas with a biblical worldview underpinning our practice.

☒ **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

☒ **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

☒ **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

☒ **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

☒ **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

☒ **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

# Effective Teaching and Learning Policy

V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

☑ **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Forest School is offered one afternoon per week for Stepping Stones and the Y12 class.

## Primary Content

Thematic planning is combined with the teaching of discrete subjects with skilled part time teachers. Literacy and Numeracy are given priority with usually one longer session on each given per day. Literacy and Numeracy are usually in the morning with Art, Science, PE, Games, Music and Topic teaching happening in the afternoon. Two primary assemblies are held one on a Monday morning and one on a Friday morning. Memory verses are used across the primary school.

## Secondary Content

Number of 1 hour session in each year group

Subject	Y7	Y8	Y9	Y10	Y11
English	3	3	3	3	3
Literature/IT Skills				1	1
Maths	3	3	3	3	3
Science	3	3	3	4	4
Religious Studies	2	2	2	2	2
PE/Games	2	2	2	2	2
Geography/History	3	3	3	Option	Option
MFL (French/German)	3 (Fre)	3	3	Option	Option
Art and Design	2	2	2	Option	Option
ICT/Drama/Music	1	1	1	Option	Option
Learning Skills	1	1	1		
KS4 Option 1				3	3
KS4 Option 2				3	3
KS4 Option 3				3	3
Tutor time & PSHE	2.5	2.5	2.5	2.5	2.5
Assembly	1	1	1	1	1
Total	27.5	27.5	27.5	27.5	27.5

KS4 option subjects are considered year on year during Y9 in consultation with pupils, parents and local schools where necessary.

## **Long, Medium and Short Term Planning**

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## Secondary

# Effective Teaching and Learning Policy



V7 April 30<sup>th</sup>, 2014 Date of next review May 2016

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## Primary

- 5) A two year overview of KS1 and KS2 gives the starting point for planning
- 6) Numeracy and Literacy have specific themes to cover and have detailed planning
- 7) Each term, joint planning with TAs to integrate themes and topics across all subject areas
- 8) Teachers plan sequences of lessons for each half term or term

## Stepping Stones

- 1) There is a half term planner where curriculum areas are integrated
- 2) There are weekly planners where all 7 areas and the biblical values are identified
- 3) There are then detailed daily plans

## **Further information**

Detail of how teaching is conducted across the school can be found in the specific schemes of work and planning. Also see the Effective Teaching and Learning policy and Assessment, Marking, Reporting and Recording policy for the principles underpinning the teaching and assessment in each area.