



Knole Academy

Creativity in Learning
Confidence to Achieve

TEACHING AND LEARNING POLICY

June 2020

Preface

Safeguarding:

The safeguarding of children and young people underpins the work of the academy and must be adhered to as a prime responsibility.

Equality:

Knole Academy is committed to providing all staff, students, parents, visitors and members of the wider community using the sites with equality of opportunity regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. All policies are screened for their impact on equality and issues are addressed if they arise. Knole Academy will provide special consideration on an individual basis if anyone is considered to have a specific special need. Any parent who feels that their child has such a need should contact the relevant Pastoral Leader in the first instance to explain their concerns.

This policy, and its associated procedures and protocols, is based on these key principles

Introduction

Central to our teaching and learning policy, is the desire to meet the individual needs of each student. Our vision is to ensure high standards of appropriate, stimulating and active learning for every student, within a rich and varied curriculum throughout the key stages. We set high standards and set our students on a learning journey, which will lead to self-determination and self-discovery.

Our staff are reflective practitioners who are proactive in continually improving their own practice to maximise students' learning, progress and achievement.

Key Teaching and Learning Principles for both staff and students

- Curiosity
- Challenge
- Resilience
- Thinking hard
- Questioning
- Self-awareness
- Imagination
- Creativity
- Independence
- Self-evaluation
- Empathy
- Organisation

Procedure

Planning and Preparation

- Lessons are planned in accordance with department schemes of work and long-term plans, and whole school curriculum.
- Lesson planning demonstrates a desire to engage in the key teaching and learning principles.
- All teachers should plan lessons that allow all students to progress in their learning.
- Learning Outcomes should be evident and clear to the students. Success Criteria must be made explicit to all students.
- A variety of learning activities should be planned, taking into account the individual needs of the students
- The use of resources, including ICT, must be carefully planned to enhance learning.
- A variety of active questioning techniques should be used and, where possible questions should be pre-planned
- All teachers should have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.
- Teachers deliver lessons with confidence and communicate clearly with all students.
- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement.
- Students are encouraged to make cross-curricular links and are trained to contextualise learning to develop metacognition skills.
- Teachers should assess students' work regularly, according to the school's feedback and assessment policy
- Staff should use analysis of assessments and tracking data to inform their teaching
- Effective use of data is critical to inform students, parents and other staff of student progress towards targets.
- Classrooms are kept tidy and staff role model responsibility for resources and infrastructure
- Teachers will demonstrate the highest level of professionalism in every lesson

Review of Teaching and Learning

Our ethos is to value every expert within our institution. We recognise that the newest member to our profession will have a skill, idea or thought that is just as valuable as those with 20+ years' experience, we therefore have a fully equitable review procedure for teaching and learning.

The teaching and learning committee is convened at the start of the academic year and meets every 4 weeks. The head teacher invites staff to apply for a position on the committee, where individuals are responsible for undertaking peer lesson observations, individually or in pairs, and assisting colleagues in the process of improving teaching and learning across the academy. Under the direction of the Deputy Head for Teaching and Learning, committee members are trained in how to observe a lesson effectively and understand the importance of effective feedback. Staff are encouraged to seek advice and or expertise through the Teaching and Learning Committee and likewise committee members are able to observe excellent practice that can be disseminated through the committee meetings.

In order to support colleagues, lesson observations are not graded, staff are given a numerical figure for 13 criterion – please see lesson feedback form. Strengths are highlighted and targets set accordingly. Lesson feedback forms are filed in individual CPD records and are used as a part of the appraisal process. All subject leaders have access to lesson feedback forms and can use them to organise appropriate department CPD.