



# King's Academy Ringmer

**“in pursuit of excellence”**

## Teaching and Learning Policy

**Date:** agreed at FG on 28 September 2022, reviewed in July 2023

**Date reviewed:** July 2024

### CONTENTS

1. Aim	Page 1
2. Outstanding Teaching and Learning	Page 1
3. Objectives	Page 2
4. Roles and Responsibilities	Page 3
5. Provision and Resources	Page 4
6. All staff	Page 4
7. Assessment	Page 4
8. Professional Development	Page 4
9. Monitoring the Policy	Page

### 1. Aim

We aim to deliver outstanding teaching so that our students develop a lifelong love of learning and make exceptional progress regardless of their starting point.

Students' achievement is at the core of the school and their contributions and progress are encouraged and valued. The academy aims to nurture a lifelong love of learning in students within a happy, caring, secure learning community, which promotes excellence.

### 2. Outstanding Teaching and Learning

In order to encourage outstanding student progress, the academy recognises the intrinsic need for outstanding teaching. We believe that outstanding teaching is not based solely around individual lessons but that a consistent level of planning (informed by students' performance and prior knowledge), appropriate challenge and assessment are present across a well-planned and sequenced curriculum to ensure outstanding teaching is delivered.

Our Teaching Principles set out what we believe are strong principles of teaching and learning and underpin everything that teachers do in the classroom. The Principles of Teaching are broken down into 6 key areas:

- High Expectations of Behaviour for Learning

- Quality of Instruction
- Curriculum and Subject Knowledge
- Learning and Making it Stick
- Adaptive Teaching
- Effective Feedback

Regular assessment and feedback, in the form of formative feedback, verbal feedback, self and peer assessment, are crucial elements of outstanding teaching, enabling teachers to plan according to need and inspire students to improve their work and accelerate their progress. In line with the school's overarching principles of feedback, department policies state the frequency and type of feedback students will receive in different subject areas. However, feedback and assessment will assist staff to inform their planning and enable students to reflect on their learning and improve their work. Formative comments will focus on assessment criteria, assessment objectives and/or success criteria. Students will be able to identify what they have done well and what they need to specifically improve upon.

### **3. Objectives**

The school's teaching and learning objectives are to:

- identify and remove barriers to learning;
- ensure students have access to appropriately differentiated and aspirational curriculum learning opportunities to match their ability;
- ensure that literacy is developed at every opportunity across all subjects;
- ensure the classroom ethos and environment supports learning and the school and the school's routines and expectations are embedded;
- ensure students are clear about the expected learning outcomes;
- ensure lessons are well structured, encourage independent practice and provide opportunities to extend and improve learning;
- ensure teachers' planning takes account of continuity and progression in learning, and takes account of students' prior knowledge and attainment;
- ensure teachers know how students learn best;
- actively promote racial equality, understanding, tolerance and recognition of the value of diversity.

All members of the teaching staff ensure that students are:

- challenged, inspired and stimulated;
- supported and inspired by their environment;
- actively involved in the learning process;
- given opportunities to ask questions and express opinions;
- given the opportunity to answer open-ended questions;
- taught how to learn;
- given opportunities to review and improve their learning;
- given the opportunity to work individually, in pairs, groups and as a whole class;
- able to understand assessment processes and criteria;
- encouraged to take increasing responsibility for their own learning.

Effective learning in the academy is characterised by students displaying:

- greater connected knowledge
- a wide range of skills and strategies
- increased engagement and motivation
- a more reflective and self-determined approach to learning
- more positive emotions about, and a greater affiliation to learning
- a sense of membership and participation in a learning community
- a greater facility for interacting and learning with others
- a desire for lifelong learning

#### **4. Roles and Responsibilities**

The Assistant Principal (Teaching and Learning) is responsible for monitoring the teaching and learning policy. They report annually to the governing body on the effectiveness of the academy policy. The Assistant Principal is responsible for the organisation and reporting on the effectiveness of teaching and learning across the academy as detailed in the school's quality assurance calendar.

The monitoring and development of teaching and learning include the following foci:

- Developmental drop-ins and learning walks
- Work scrutiny
- Attainment and achievement data
- Behaviour analysis
- Attendance data
- Student perception survey

The Principal monitors and evaluates the quality of teaching and learning throughout the school, within appraisal assessment procedures.

The Leadership Team supports the continuing professional development of staff in relation to improving teaching and learning, and addressing any issues arising from student underachievement.

Lead Practitioners are responsible for driving up the standards of Teaching and Learning in their Curriculum Departments and across the school. By working collaboratively with Subject Leaders and teachers, they seek to promote innovation in teaching methodology and to drive up students' engagement and progress.

Subject Leaders are responsible for overseeing that their subject policy, schemes of work and curriculum overview tables keep teaching and learning as a key focus. They are responsible for the quality of teaching in their faculties. Teaching and Learning is the focus of regular department development time within subject areas.

Teaching Assistants provide targeted additional learning support, which is delivered within the classroom to extend learning and enhance curriculum access.

## **5. Provision and Resources**

ICT and multimedia learning resources are available to support and extend students' learning. Curriculum areas run sessions throughout the year before school and after school for students to receive additional support from teaching staff.

A range of extra-curricular learning activities are run to enhance and extend students' learning experiences.

## **6. All Staff**

All members of the teaching staff are responsible for ensuring that they promote the academy's Teaching and Learning Principles and maintain outstanding teaching and learning as their principle focus throughout the academic year.

Full engagement in the developmental drop in process and instructional coaching ensure that staff are continually reflective and seek to improve their classroom practice.

Attendance at after school CPD sessions, in addition to sharing good practice at department development meetings and collaborative work with Faculty/Subject Leaders and Lead Practitioners, ensure that outstanding practice is aspired to and that the Teaching and Learning Policy is embedded.

## **7. Assessment**

Assessment is an integral part of the teaching and learning process. All students are entitled to have their learning achievements and progression recognised. The academy has a policy for assessment, recording and reporting. This policy is consistently followed by all staff alongside the feedback policy.

## **8. Professional Development**

The academy recognises that training for all staff is crucial to the successful implementation of the teaching and learning policy. Both whole school and department CPD takes place each half term and is also supplemented by the King's Groups Academies Core Offer. Staff are encouraged to also take part in the National Professional Qualifications. The school uses its developmental drop-ins to review CPD needs and inform future planning of professional development.

## **9. Monitoring the Policy**

The Leadership Team and Faculty/Subject Leaders annually review the teaching and learning policy, as part of the whole school self-evaluation procedure. The effectiveness of the policy in raising standards in the quality of teaching and learning is evaluated using the following performance indicators.

- Developmental drop ins and learning walks
- analysis of student attainment data;

- scrutiny of curriculum planning;
- sampling of students' work from across the curriculum;
- tracking individual students, or cohorts of students;
- discussion with parents about their learning
- sampling of reports to parents on student progress;
- discussions with students about their progress;
- discussions with teachers about student progress;
- evaluations from the impact of staff INSET and CPD on teaching and learning;
- evidence from parental and student surveys/questionnaires;
- reduction in the number of students excluded from school, classroom or referred for additional learning support;
- reports from the School Improvement work.