

# **Kingsdown Secondary School**

## **Teaching & Learning Statement**

### **Aims**

- To provide a safe, stimulating learning environment for all learners and teachers;
- To enable learners to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- To provide a broad, balanced and relevant curriculum broadly in line with the National Curriculum and exam board specifications that will motivate, engage and challenge learners whilst also equipping them with the skills required on leaving school;
- To set high expectations for all learners in order to raise their aspirations
  - To enable learners to achieve positive outcomes according to the ECM Agenda
- To raise standards of both teaching and learning.

### **Teaching**

#### **a) Planning and Preparation**

Teachers should plan lessons which conform to the Kingsdown Good Lesson statement (Appendix A) and which therefore:-

- allow learners to progress in their learning;
- state the objectives clearly;
- use a clear three part structure, namely starter, development of learning objective and plenary, when appropriate;
- Which use plenaries to summarise learning, and help learners to understand how to improve;
- Which allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- are differentiated for varying needs by task, resources, outcomes and/or method;

- use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the learners;
- provide pace and challenge for all learners;
- use effective questioning to direct and challenge learners;
- incorporate the school's Literacy, Numeracy and ICT Policies;
- meet external requirements;
- are informed, when appropriate, by liaison with feeder referrers and
- are enjoyable and interesting.

## **b) Teaching styles**

Teachers should use teaching strategies which:

- Allow learners opportunities to learn in their preferred styles i.e. visual, auditory or kinaesthetic;
  - use visual cues for all learners especially those with ASD
- Allow learners to work both independently and collaboratively, and which contribute to one another's learning
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy;
- Use topics which are relevant and within learners' experience;
- Use others to deliver the lessons (e.g. other learners, auxiliaries, outside agencies).

## **c) Assessment, Recording and Reporting (See Policy )**

Teachers should:

- Assess learners' work regularly according to the school assessment policy;
- Use analysis of assessments to inform their teaching and support learners' progress;
- Use data to ensure learners are working at their full potential and set targets to achieve this; and
- Inform parents and appropriate staff within school of learners' progress or underachievement.

## **d) Learning Support**

Teachers and Teaching Assistants should:

- Be aware of the specific learning needs of their learners e.g. literacy, dyslexia, gifted and talented;

- Consult about the needs of individual learners when appropriate;
- Work with other adults to ensure learners are best supported in their learning; and
- Use IEPs as working documents.

### **e) Continuous Professional Development**

We aim to encourage our workforce to:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- Discuss teaching and learning at Curriculum Meetings in order to share good practice; and
- Contribute to their own CPD

### **Learning**

Learners should:

- be prepared for lessons;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct;
- take responsibility for improving their own learning; and
- ask for help if required.

### **Monitoring and Evaluation of Quality of Teaching and Learning**

#### **Adults at Kingsdown Secondary School are**

“Responsible for the progress of learners in their classes and for self-evaluating their own professional development; evaluating the quality of teaching and standards of learners' achievements and setting targets for improvement.

#### **We seek to achieve this by:**

- Self-evaluation of their subject knowledge and understanding of educational initiatives;
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- Tracking and Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;

- Encouraging and developing the ability of learners to evaluate and take responsibility for their own learning;
- Evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- Ensure curriculum coverage, continuity and progress for all learners;
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- Undertaking a regular programme of lesson observations and Learning Walks in order to identify areas of strength and weakness to inform policy and practice the School Improvement Plan.
- Monitor learners' achievements by regular sampling of classwork, learners' responses and attitudes in order to ensure quality, consistency and to implement strategies for improvement.

## **APPENDIX A**

### **A KINGSDOWN 'GOOD' LESSON**

- Is part of a clear sequence which has a well understood aim
- Has explicit lesson objectives which are understood by all
- Is interesting and relevant
- Is well structured with a visual timetable for pupils.
- Uses a good variety of resources and activities
- Checks pupil understanding at every stage
- Is clear about what is expected of pupils and what they have to do
- Has good pace
- Is differentiated according to pupils' IEPs and individual targets
- Takes account of different learning styles
- Offers plenty of feedback to pupils both oral and written
- Plans to use teaching assistants appropriately
- Uses the school's agreed behaviour management policy and techniques
- Has an emergency back up ready
- Provides evidence of pupil engagement and progress.