

# KING EDWARD VII SCHOOL POLICY



## Teaching and Learning Policy

### Document Adopted by Governing Board

Date: September 2023

Signed (Chair):

Print Name: Peter Dickson

Leadership Team Responsibility: Matthew Harland, Assistant Headteacher

# King Edward VII School

## Teaching and Learning Policy 2023-24

### Introduction

This policy aims to reflect our School Vision:

- To become an outstanding, world class School that delivers consistently good results and outcomes for students
- To celebrate our ambitious, inclusive and diverse learning community
- To maintain a culture of high expectations where staff and students are challenged to do well
- To continue to provide high quality teaching, learning and assessment
- To deliver a broad, balanced and challenging curriculum
- To continue to innovate to keep the School in the forefront of best practice

The policy was developed to provide all staff, teaching and support, with a clear framework and reference point that will ensure we all have a shared understanding of the following:

- Key policy documents
- Key features of effective teaching
- Assessment for Learning
- Quality assurance processes
- Continuous professional development in relation to teaching and learning

All of these areas, in addition to the others covered in this policy, underpin the School's drive to maintain high quality teaching, learning and assessment for children and young people from Y7 to Y13.

### Aims of the policy

- To make a significant contribution towards meeting the individual, personalised needs of all students so that they can achieve their potential in terms of their physical, social, emotional, spiritual, intellectual, cultural and moral development.
- To ensure that all students are provided with high quality learning experiences which lead to a consistently high level of student achievement.
- To provide all staff, teaching and support, with clear guidance about the School's principles and practice in relation to teaching and learning.

### Key documents that staff should read in conjunction with this policy:

- Annual School Improvement Plan 2022-2023
- Strategic Development Plan 2021-2026
- Special Educational Needs Policy 2022-2023
- Marking, Assessment and Feedback Policy (Whole School) 2022-23
- Continuous Professional Development Policy 2022-2023

## **School priorities that relate to teaching, learning and quality assurance are:**

The School priorities, under Section 3 (Curriculum) in the Strategic Development Plan 2021-2026 are:

### Guiding principles

King Edward VII School will excel in all aspects of the curriculum and at all stages through the School.

The curriculum will be informed by contemporary research and, where approach, subject-specific research and expertise from wider subject communities and networks.

We recognise that the curriculum is dynamic and ever-changing; the curriculum is never complete as we are constantly reflecting on how it can be improved (Mary Myatt, 2021). In this context, our curriculum will:

- Be open and accessible, providing the right balance between support and challenge to all students.
- Provide a strong, coherent academic core for all for as long as possible
- Develop students as increasingly independent practitioners in each subject discipline, with a fluency in understanding its key concepts
- Enrich students with a deep and critical understanding of culture
- Reflect the highly diverse nature of the school and the locality in which it operates
- Be supported by high quality guidance, ensuring clear progression at each transition point in a student's educational journey
- Serve as the progression model for each discipline, with learning being carefully sequenced to facilitate progress in both substantive and disciplinary knowledge
- Be forward-looking and responsive to changes in society and educational research
- Make full, relevant and imaginative use of new technologies
- Develop the skills and dispositions that will allow success in adult life
- Never be complete, with a strong focus on critical and ongoing evaluation

As a School with Post-16 provision our Sixth Form curriculum will in addition:

- Support the comprehensive character of the School
- Provide sufficient breadth for genuine personal choice
- Ensure strong progression routes to Higher Education, employment or training
- Equip our students with the independent study skills and understanding necessary for life-long learning
- Promote a culture of high-quality learning and the education of the whole person

### Strategic Direction

- Retain a relentless focus on the quality of teaching, learning, assessment and outcomes for students by challenging and supporting staff, and provide interventions to secure student progress
- Provide a forum (e.g. Teaching and Learning Group and quality assurance processes) within School to promote deep thinking and practice in pedagogical knowledge and subject pedagogical knowledge

- Continue to review the curriculum across all key stages to ensure that it provides a challenging, academic and cultural core that facilitates social mobility
- Subject-specific pedagogy is kept up to date via CPD, self-study, research, subject forums and relevant subject networks

The impact of the Curriculum will be measured by:

- Excellent examination results for all students
- Excellent outcomes for all groups of students, including SEND and disadvantaged
- The quality assurance process focusing on the quality of curriculum provision
- Positive destinations data for all groups of students
- The Teaching and Learning Group and CPD programmes use of relevant and up to date research to provide clear direction on pedagogy
- Student voice activities, including conversations in the quality assurance process, demonstrate a growing understanding of culture and increasing independence

**Furthermore, the School priorities 2022-2023, under Section 2 (The Quality of Education) of the annual School Improvement Plan 2022-2023 are:**

1. Leaders have constructed a curriculum that is ambitious and designed to ensure all students gain the knowledge and cultural capital they need to succeed in life. The curriculum is coherently planned and sequenced in terms of the acquisition of knowledge and skills. The curriculum intent and implementation are embedded securely and consistently across the School:

- a. The curriculum is ambitious and accessible to all
- b. The curriculum is sequenced
- c. Learning will help students to prepare for future learning and employment
- d. Track, monitor and intervene to ensure all students consistently achieve highly

2. Enhance collaborative work with feeder schools on curriculum development from KS2 to KS3:

- a. Review and understand curriculum requirements at KS2 and KS3

3. Deliver CPD Programme to support the curriculum project 2022/2023 in conjunction with Learn Sheffield:

- a. The curriculum includes effective metacognition and self-regulation strategies
- b. Each curriculum area has an assessment policy, within the whole-school policy, which is implemented consistently across the curriculum area
- c. The curriculum in each subject area is working towards greater diversity and takes into account a decolonised approach
- d. The curriculum is inclusive and has a particular focus on supporting and stretching SEND and PP students
- e. The curriculum is underpinned by effective strategies to improve literacy and vocabulary

4. Support all students in their learning with a particular focus on disadvantaged students:

- a. See Pupil Premium Plan and 'Making a Difference' programme in conjunction with Learn Sheffield
- b. Engagement with the NTP and post-16 tutoring fund

## **Key elements effective teaching and learning at King Edward VII School**

Teaching and Learning at King Edward VII School is based on the principle of 'Structured Autonomy.' All teachers will deliver a 'KES' lesson involving three elements:

- 'K' – 'Know' – Activating prior knowledge: lessons begin with knowledge retrieval and recall. Prior learning relevant to the lesson is consolidated.
- 'E' – 'Evaluate' – Effective Assessment for Learning strategies are frequently used throughout the lesson to inform whether to go 'forwards' and introduce new knowledge or go 'backwards' and address misconceptions.
- 'S' – 'Stages of Practice' – Metacognitive teaching strategies including worked examples, modelling and scaffolding are used to move students from guided to independent practice.

The 'KES' principles of Structured Autonomy are primarily based on:

- 'Principles of Instruction' (Rosenshine, 2012)
- 'Metacognition Guidance Report (EEF, 2018)

Whilst every lesson will follow the 'KES' lesson structure and principles, teachers should exercise their professional autonomy to adapt lessons to their subject specialism, teaching style and lesson context. For example, knowledge retrieval activities at the start of each lesson should be varied and relevant to the learning objectives of the particular lesson. Assessment for Learning strategies could include, but are not limited to, targeted questioning, use of mini whiteboards or mini plenaries. As the teacher moves from guided to independent practice, teaching should be differentiated to ensure the right amount of support and challenge for each student (see Hattie's 'Goldilock's Principle', 2017).

See Appendix A for a summary poster of the 'KES' lesson based on Structured Autonomy.

### **Expectations of students**

In line with the 'KES' lesson structure, students are expected to exhibit 5 R's:

- 'K' – 'Know' – Ready and Respectful: arrive at the lesson on time and ready to learn. Immediately begin the retrieval activity when instructed.
- 'E' – 'Evaluate' – Reflect. Reflect on your learning: are you progressing towards your learning objectives?
- 'S' – 'Stages of Practice' – Resourceful and Resilient. Don't give up. Develop a Growth Mindset. Work towards becoming an independent learner.

These '5 R's' encompass the primary Behaviour for Learning principles which are expected of students during a 'KES' lesson. Students are rewarded and sanctioned appropriately according to these expectations in line with the Consistent Conduct Policy (see Consistent Conduct policy document).

### **The Teaching and Learning Group**

- Every department will nominate one Teaching and Learning Lead who works with the whole-school Teaching and Learning Group.
- The Teaching & Learning Group will be a vehicle for teachers to work collaboratively to evaluate their impact on student learning.

- It will identify strategies, based on relevant research and evidence, which have a positive impact on student learning.
- This impact will be evaluated on all groups of students, including those groups with a large attainment gap, such as Pupil Premium students.
- In 2021-2022 the T&L Group worked to embed John Hattie's 'Mindframes for Visible Learning', as well as practical strategies for each, widely across all curriculum areas.
- In 2022-23 the T&L Group will focus on metacognition and self-regulated learning in line with the three whole-school CPD inquiry baskets (see appendix C and the separate CPD policy).

## **Quality Assurance of Teaching and Learning**

A robust and rigorous quality assurance process will ensure the quality of teaching is continuously improving and, hence, the outcomes for learners will continuously improve.

Quality assurance processes are necessary and essential aspects of monitoring and enhancing the quality of teaching and learning in the School. They are the key drivers for whole School improvement.

Quality Assurance processes are used to identify examples of best practice, in relation to teaching and learning, and shared with colleagues across the School.

See 'Evaluating and Evidencing the Quality of Education: A New Approach.'

## **Lesson observations, planning documentation and guidance**

Lesson observations are just one aspect of the quality assurance processes that exist in the School (see Quality Assurance policy). The evidence collected from lesson observations will enable us to: celebrate our strengths, identify and share best practices and identify areas for further development.

The School has a common:

- Standardised lesson plan for all staff to use if they wish to do so
- Standardised lesson observation record document that is completed for each member of staff after each formal lesson observation.

## **Marking, Assessment and Feedback**

- Refer to the School's Marking, Assessment and Feedback Policy
- Where there are variations to the School's Marking, Assessment and Feedback Policy, each respective department will have a supporting policy in place.

## **Continuous Professional Development (CPD)**

King Edward VII School aims to promote excellent practice in teaching and learning through CPD, quality assurance processes, the Teaching & Learning Group and links with external organisations such as universities, Learn Sheffield and other CPD providers.

CPD is integrated with the School Improvement Plan and based on the needs of the School as identified through its self-evaluation, national and local priorities and individual performance management.

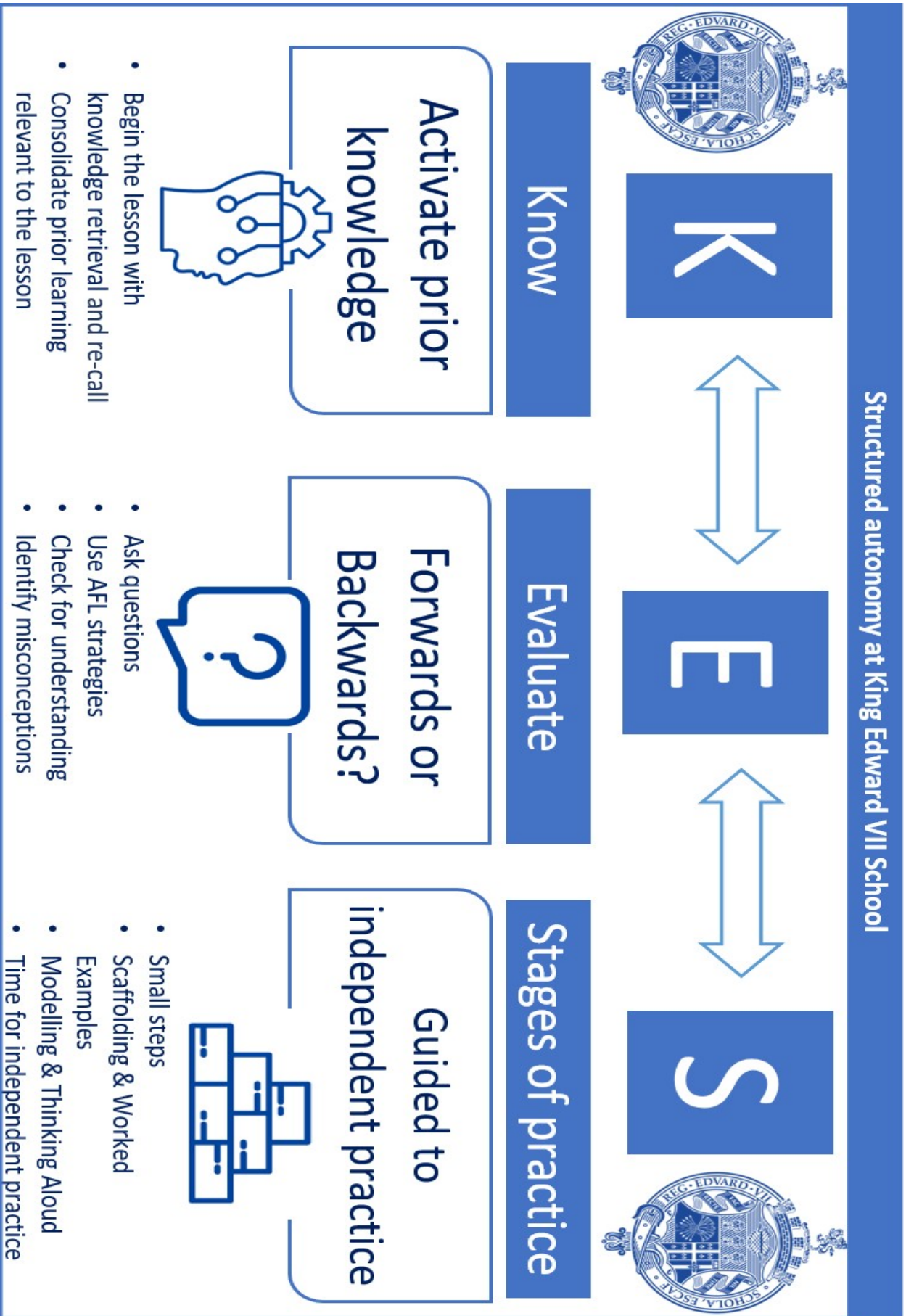
The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within in school. The school recognise a need for staff to have autonomy over their CPD, whilst meeting the needs of the SIP. These CPD approaches will include:

- in-school training using the expertise available within the school, eg. inquiry CPD route, workshop sessions via T&L Group and sharing existing expertise and good practice identified as part of QA process
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend
- partnerships, eg. with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group or Learn Sheffield subject networks
- school-based work through accessing an external consultant/advisor (for example, Huntington Research School, MAST) or relevant expert such as a lead teacher, master classes, model and demonstration lessons
- school visit to observe or participate in good and successful practice, eg. visit to school or subject area with similar circumstances
- opportunities to participate in award bearing work from higher education or other providers e.g. National Professional Qualifications for middle and senior leaders
- research opportunities, eg study at Masters level
- practical experience, eg. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks, teach meets

See the Continuous Professional Development Policy 2022-2023 for specific information relating to the CPD programme 2022-2023.

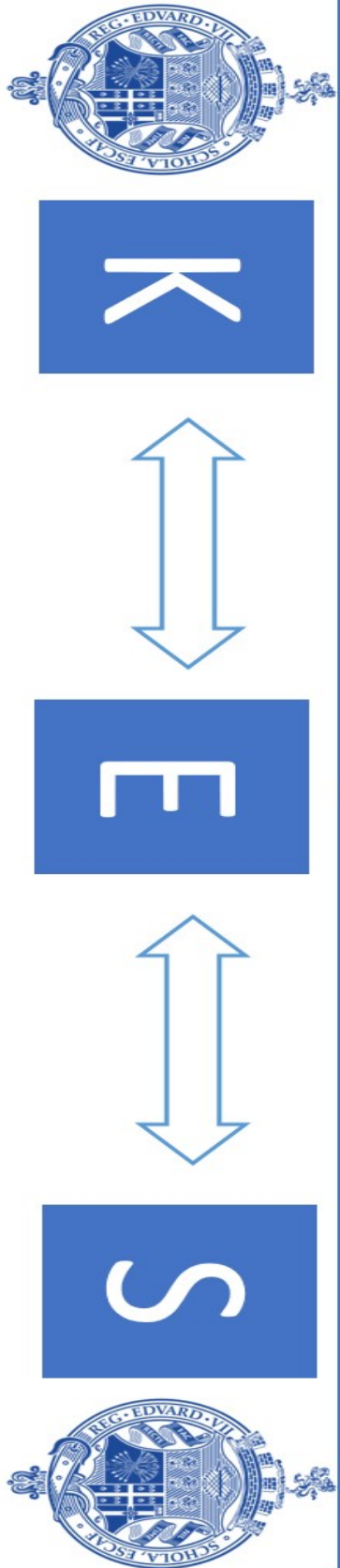
### **Impact assessment**

This Teaching and Learning Policy will be reviewed annually to assess the impact it has had on the quality of teaching and learning. It will next be reviewed in September 2023.





Appendix B: 'KES' lesson poster for student based on the 5 R's



Know

Activate prior knowledge



**READY / RESPECTFUL**

- Arrive at the lesson on time and ready to learn
- Immediately begin starter task when instructed

Evaluate

Forwards or Backwards?

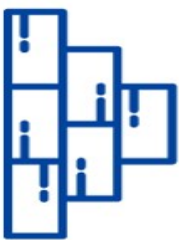


**REFLECT**

- Reflect on your learning.
- Are you progressing towards the learning objectives?

Stages of practice

Guided to independent practice



**RESOURCEFUL / RESILIENT**

- Follow the explicit instruction of the teacher: time-frame, noise level, degree of independence

# KES Curriculum Project 2022-2023

“The biggest impact on school improvement and the Quality of Education is curriculum.” - Mary Myatt, 2021

## SEND, PP students & ‘Making a Difference’ project

### Metacognition & self-regulated learning



#### Why?

- Student motivation, self-regulation & resilience harmed after pandemic
- Factual recall required in linear exam system
- Greater student independence desired

#### Link to 2021-22:

- T&L Group 1: relationships & Growth Mindset
- T&L Group 2: motivation & challenge
- Huntington PD on Learning Behaviours

#### Research base:

- John Hattie, Mindframes for Visible Learning
- Deans for Impact, The Science of Learning
- EEF Metacognition guidance report

#### Area of focus:

- Sequencing, interleaving and spaced practice
- Retrieval practise
- Motivation, challenge & Growth Mindset
- Tackling misconceptions

**EEF Literacy recommendation 6:** provide opportunities for structured talk

**Impact:** Students exhibit greater motivation and resilience. KES students are increasingly independent and able to reflect on and take ownership of their learning

### Assessment & Feedback



#### Why?

- QA reports frequently identified assessment & feedback as area for development
- Workload issues related to assessment

#### Link to 2021-22:

- T&L Group 3: assessment & feedback
- Twilight 3: Impact & assessment

#### Research base:

- EEF Guidance report on teacher feedback
- Dylan William (various)

#### Areas of focus:

- Live marking & ‘real-time’ feedback
- Sample marking
- Purposeful and time-efficient verbal & written feedback
- Self and peer assessment

**EEF Literacy recommendation 4:** breaking down complex writing tasks

**Impact:** purposeful, varied and time-efficient feedback which has a positive impact on learning and across each subject area

### Decolonising & Diversifying



#### Why?

- KES has a diverse students body
- Student voice suggests that students don’t ‘see themselves’ in the curriculum
- A moral imperative linked to wider work on becoming a more anti-racist school

#### Link to 2021-22:

- Twilight 2: diversifying & decolonising the curriculum
- Anti-racism working group established

#### Research base:

- Emerging research on decolonisation and diversification in different subject contexts
- Racial Literacy: Why Race Matters in a British School Context (U of Sheffield)

#### Area of focus:

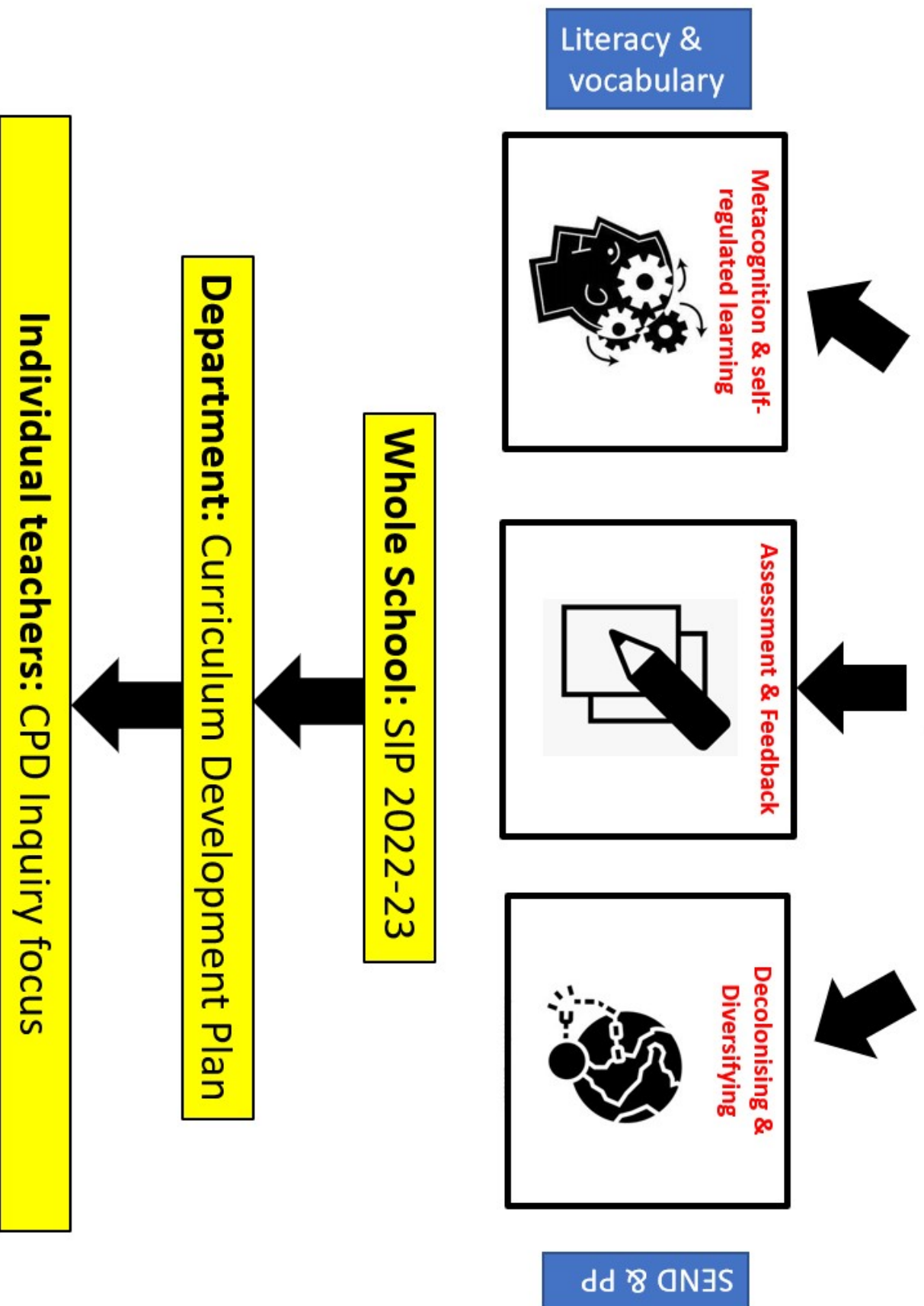
- ‘Blended not binary’ approach
- Subject-specific strategies & networks
- Language, vocabulary, perspective & bias
- Student voice & co-created curriculum

**EEF literacy recommendation 2:** provide targeted vocabulary instruction in every subject

**Impact:** a challenging and relevant curriculum which KES students can see themselves in, as well as being taken into the unfamiliar

## Literacy and vocabulary

# KES Curriculum Project 2022-2023



## Appendix D: Taken From Evidencing the Quality of Education: A New Approach

### QA Summary report

**Subject:**

**With:**

**Date:**

#### **Commentary on the quality of education**

Leadership

Progress since the previous QA visit

Curriculum Intent

Curriculum Implementation ('KES' Structured Autonomy) & Key Student Groups

Curriculum Impact /Attainment and Progress

#### **Main areas of strength (summary):**

- 
- 
- 

#### **Main areas for development (summary):**

- 
- 
- 

#### **Support required:**

#### **Evidence Base:**

- **Number of lessons visited**    **KS3**    **KS4**    **KS5**
- **Work scrutiny**    **KS3**    **KS4**    **KS5**
- **Student voice**    **KS3**    **KS4**    **KS5**

## Appendix E Taken From Evidencing the Quality of Education: A New Approach-section

### King Edward II School Whole School Pedagogy: Structured Autonomy Lesson Visit Prompt Sheet

<b>Department</b>	
<b>Date</b>	
<b>Context of lesson visits</b>	
<b>Staff conducting lesson visits</b>	

Using evidence from lesson visits during the Quality Assurance cycle, Leadership Team members will use this lesson visit prompt sheet to consider how far the 'KES' principles of effective pedagogy are embedded in teaching across the department. Teachers are not expected to demonstrate every element of the 'KES' approach during a lesson visit. Instead, observers will consider teaching across multiple lesson visits in making pedagogical recommendations in the Quality Assurance summary report.

<b>1 – KNOW: ACTIVATE PRIOR KNOWLEDGE</b>		<b>S/D/N</b>
1.1	Teachers provide opportunities for students to recall and practise previously learned knowledge and skills at the beginning of the lesson	
<b>1.1 - SUMMARY</b>		
1.2	The prior knowledge activated is relevant to the Learning Objectives of the lesson	
<b>1.2 - SUMMARY</b>		
1.3	Teachers actively identify and address misconceptions from prior learning	
<b>1.3 - SUMMARY</b>		
<b>2 – EVALUATE: FORWARDS OR BACKWARDS?</b>		
2.1	Teachers ask a range of questions and seek responses from all students	
<b>2.1 - SUMMARY</b>		
2.2	Teachers frequently use Assessment for Learning strategies to check for the understanding of all students	
<b>2.2 - SUMMARY</b>		
2.3	Where misconceptions are identified, the teacher goes backwards and addresses these effectively with students before moving forwards	
<b>2.3 - SUMMARY</b>		
2.4	The teacher only moves forwards to the next phase of learning if they are confident that most students have the foundational knowledge and understanding to proceed	
<b>2.4 -</b>		

SUMMARY		
<b>3 – STAGES OF PRACTICE</b>		
3.1	New knowledge and skills are introduced in small steps to avoid cognitive load	
3.1 - SUMMARY		
3.2	Guided practice, involving scaffolding and worked examples, are used effectively to support students in accessing new knowledge and skills	
3.2- SUMMARY		
3.3	Modelling focuses on developing students thinking (metacognition) as well as task completion, for example through the teacher thinking aloud	
3.3 - SUMMARY		
3.4	Students are given opportunities to practise new knowledge and skills in independent tasks, whether during the lesson or in homework activities	
3.4- SUMMARY		
3.5	There is an appropriate level of challenge for all students as they move from guided to independent practice (Goldilock’s Principle, Hattie)	
3.5 SUMMARY		
3.6	The teacher continues to check for understanding throughout the stages of practice and goes backwards to address misconceptions where appropriate	
3.6 SUMMARY		

**Strengths:**

**Areas for Development:**

<p><b>S - Strength</b> - This aspect is completed to a high standard and embedded in practice (there may be some <b>very minor points</b> for development.) <b>Curriculum Leaders are taking action to remedy minor shortfalls.</b></p>	<p><b>T – Target for Development</b> - Areas for development required based on the evidence seen in lesson visits. <b>Identified by Curriculum Leaders but not yet remedying/ CL’s have not identified or started to remedy weaknesses.</b></p>	<p><b>N/A</b> - Unable to score this indicator as not observed during lesson visits in the time provided. <b>Further discussion with the Curriculum Leader or further triangulation of evidence required. For example, work scrutiny or student voice.</b></p>
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## Appendix F Taken From Evidencing the Quality of Education: A New Approach-section

### Student Discussion Prompt Sheet

Student discussions will take place as part of the subject review. This will sit alongside lesson visits and work scrutiny to give a holistic overview of the department. The feedback could be obtained during the lesson by asking selected students a few questions each. Alternatively, students could attend a brief meeting with the observer at a convenient time. The number of students spoken to, should be a representative sample of the class (including H, M and L ability students). It would be helpful to have involvement of the Curriculum Leader to ensure the questions are appropriately subject focused.

Depth of understanding (Webb's depth of knowledge – Please see separate sheet)

Question	Comments on responses
Why do you think you study this subject in school?	
What are the main things you learn about in this subject?	
Do you enjoy this subject and why?	
What have you been learning about recently?	
Do you know what topics are coming up next?	
How do you recap content from previous lessons?	
How does your teacher help you understand?	
How often do you get feedback from the teacher (verbal, written)?	
What are your next steps to improve your work?	
How do you know you are making progress?	
How challenging do you find this subject?	

Teacher Observed..... Observer ..... Subject .....

Class ..... Date and Time ..... Key Stage .....

## Appendix G Lesson Planning Proforma



# King Edward VII School

## Lesson Plan

Date:		Teacher:		Subject:	
Period:		Year/Set:		SOW:	
Lesson No:		No of Boys:		No of Girls:	
SEN/EAL/G&T/PP/Disadvantaged:					

Remember to address the following at the planning stage:

Student Progress  Engagement  Differentiation  AFL

Lesson Objectives:	Learning outcomes: All will... Most will... Some will....
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	Activity	Assessment
<b>Starter</b> (with <b>effective</b> impact on learning)		
<b>Whole Class</b> (evidence of student <b>progress</b> and learning)		
<b>Development</b> (evidence of challenge, motivation, student <b>progress</b> and learning)		
<b>Differentiation/Personalisation</b> (e.g. use of LSA, extension work, simplification of work)		
<b>Plenary</b>		
<b>Homework</b>		

**Notes** (e.g. key words, resources, continuity and progression)

Key Words:

Resources: