



King's College
The British School of Madrid

Soto de Viñuelas

Teaching and Learning Policy

Rationale

In line with our Vision Statement, of being at the forefront of British Education internationally, King's College, Soto adopts the highest standards of teaching to facilitate excellent progress in learning for all students. All staff at King's College should promote a genuine love of learning, both within and outside the classroom. We are successful if our pupils derive enjoyment and a sense of achievement from the process of learning and not simply from the results it brings.

Aim

Our ultimate aim is to produce life-long learners who approach new challenges with optimism, enthusiasm, flexibility, ethical awareness and positive, efficient attitudes to learning which will ensure success beyond school. The promotion and modelling of each of the College's eight Core Values is also fundamental to the pupils' ability to attain this success in their lives and the language of these values should be promoted both inside and outside the classroom.

Policy Objectives

- To outline the expectations for teaching and learning at King's College, Soto
- To provide clear guidance for all Teaching staff
- To provide a clear basis for documents relating to teaching and learning such as lesson observations, learning walks, lesson plans

Who was consulted in the writing of the Policy

- Head of the Primary and Secondary School
- Director of Studies/ Assistant Head of Primary
- Pastoral leaders
- Primary Subject leaders and Secondary HoDs

Linked Policies

The successful implementation of this policy relies on all stakeholders in the education of our pupils sharing and actively promoting the aims and values it contains. It relies also on the systematic and fair application of other policies which exist to enhance the College's learning environment and promote learning:

The College's Statement of Aims and Ethos
The Code of Conduct (including the Core Values)
The Behaviour Policy
The Rewards and Sanctions Policy

The Safeguarding (Child Protection) Policy
The Curriculum Policy
Spiritual, Moral, Social and Cultural Development Policy
Assessment Policy
Marking and Feedback policy
Reporting Policy
Learning Support and SEND Provision policy
Able Pupils Policy
Homework Policy (Primary)
Teaching and Learning Policy

At King's College, Soto we agree that the Elements of **EFFECTIVE TEACHING** include:

- Good relationships with students which cultivate a collaborative and co-operative atmosphere, one in which exploration and making and learning from mistakes is seen as a positive and constructive experience that is encouraged
- Clear planning and structure
- Explicit aims and goals, which are shared with classes
- Regular and timely assessment of learning (both summative and formative) in-line with the Departmental/Key Stage Assessment and Whole School Assessment policies and the development of a culture where individual feedback is regularly given, leading to the creation of specific targets which are agreed, shared and recorded
- The employment of a variety of teaching styles and techniques, as appropriate
- Appropriate elements of pace and challenge
- Differentiation, grounded in an understanding of the needs of individual students
- A stimulating learning environment
- Regular review methods, evaluation of progress and pupil feedback as part of a culture of improvement
- Effective use of resources, such as ICT, to enhance the learning environment
- The encouragement of active learning
- The patient support of individuals who need help
- Taking an interest in the wider lives of students, so as to better motivate and connect with them
- Making opportunities for learning to be topical
- Making opportunities to stimulate students' spiritual, moral, health, personal and social development
- Encouraging students' initiative and independence
- Confident classroom management with high and consistent expectations of behaviour, conduct, uniform and relationships
- The discerning use of the College's rewards and sanctions systems and Code of Conduct/ Golden Rules to maximise the potential for the positive reinforcement of good learning behaviours and the negative reinforcement of poor learning behaviours
- Structured homework which enhances learning

EFFECTIVE LEARNING takes place when students:

- ✓ Understand how they can make progress
- ✓ Make excellent progress by extending their subject knowledge and skills to deepen their understanding
- ✓ Develop positive attitudes towards learning – theirs' and others'

- ✓ Learn how to question, think critically and solve problems for themselves
- ✓ Accept responsibilities for their studies, including setting their own academic goals
- ✓ Demonstrate progress in the development of skills in research, analysis, reflection and enquiry.
- ✓ Learn collaboratively and co-operatively, as well as independently
- ✓ Make best use of the resources available
- ✓ Take care of, and pride in, the appearance of and quality of their work
- ✓ Feel valued as individuals
- ✓ Remain open-minded towards new ideas and challenges
- ✓ Demonstrate and develop proficiency in the King's College Core Values and Golden Rules

These Elements have been summarised for staff to refer to when planning and observing lessons at King's College, Soto in the form of the documents in Appendix 1 and 2.

All lessons should be well structured and planned, reflecting the creativity and craft of the individual teacher and enabling a range of learning experiences for students. This policy sets out the responsibilities of all those involved in developing the student learning experience:

1. Teachers

Planning, preparation and delivery of lessons

Teachers should plan lessons:

- Which enable pupils to make progress;
- Which have clear learning outcomes;
- Which are differentiated for varying needs by task, resources, outcomes and/or method;
- Which provide varied pace and challenge for all pupils;
- Which use effective questioning to direct and challenge pupils;
- Which enable pupils to develop higher order thinking skills such as creativity, analysis, evaluation and problem-solving;
- Which make appropriate use of ICT and other resources to support learning;
- Which are informed by a clear understanding of the requirements of external bodies such as examination boards/ National Curriculum/EYFS Profile;
- Which are informed by a clear understanding of pupils' prior attainment and next steps;
- Which engage students;
- Which allow pupils to work in a variety of ways including independent and collaborative working;
- Which use positive behaviour management including praise and rewards according to the relevant school policy;
- Which are clearly related to any homework set;
- Which follow our marking and assessment procedure.

Marking, Assessment, Recording and Reporting

Teachers should:

- Assess pupils' work regularly according to the relevant Marking and Assessment Policy
- Record pupil attainment and progress in accordance with the relevant school Assessment Policy
- Use analysis of assessment to inform teaching and support pupils' progress
- Use data to ensure pupils are working to develop their potential and set aspirational targets to help achieve this
- Inform parents and appropriate staff within school of any concerns regarding a pupil's progress via Pupil Progress meetings.
- Be aware of any specific learning needs of their pupil

Continuous Professional Development

Teachers should:

- Regularly update their subject knowledge and teaching practice in line with current developments, guided by school development priorities
- Discuss teaching and learning at regular departmental or other meetings in order to share good practice

2. Class and Form tutors

Class and Form tutors are responsible for contributing to and monitoring the progression and well being of individuals in their class or tutor group and providing advice and support to those pupils both socially and academically.

This is achieved by:

- Monitoring the academic progress and attitudes of individual pupils
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniforms and attendance
- Provide PSHE sessions according to school policy (Secondary form tutors)

3. Subject Leaders / Heads of Department

Subject Leaders/Heads of Department are responsible for the effective teaching of their subjects, evaluation of the quality of teaching and the monitoring of pupil progress.

Each Subject Leader/Head of Department achieves this:

- Championing teaching and learning in their subject area
- Evaluating the teaching of their subject and the planning of lessons

- Ensuring curriculum coverage, continuity and progress for all students
- Ensuring that department procedures for assessing, recording and reporting on pupil progress are implemented consistently and are in line with whole school policy
- Analysing and interpreting data in pupils' performance against school expectations and other comparative data
- Monitoring pupils' work and progress by regular sampling of classwork and homework as well as assessment data
- Ensuring teachers are observed at least annually and given constructive feedback
- Review performance in internal and public examinations
- Review the quality of reporting by teachers within their subject area

4. Key Stage Coordinators/Heads of Years

Key Stage Coordinators/Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups/key stages.

This is achieved by:

- Monitoring the progress and potential of the year group/key stage using pupil data to identify areas of underachievement
- Maintaining an overview of the experience of pupils in their year group/key stage e.g. behaviour, attainment, progress
- Setting clear expectations for the use of tutor time (Secondary),
- Monitor the work of tutors and the quality of tutor time (Secondary)
- Monitoring attitudes to learning e.g. through attendance and homework
- Leading specific activities on a cross-curricular basis with a teaching and learning focus e.g. staff meetings
- Supporting individual staff as required
- Keeping up to date with new initiatives in teaching and learning
- Observing teachers as appropriate and giving constructive feedback

6. School Leadership Team (CLG)

The School Leadership team (CLG) is responsible for the overall quality of teaching and learning across the school.

This is achieved by:

- Strategic planning of teaching and learning priorities in conjunction with Subject Leaders/Heads of Department/Key Stage Coordinators/Heads of Year
- Supporting individual departments/Key Stages
- Ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities
- Monitoring the quality of teaching and learning across the school through activities such as lesson observations, work scrutinies and learning walks

- Review of examination results
- Reviewing summary reports of lesson observations reviewing specific policies related to teaching and learning

8. Pupils

Central to our ethos is ensuring that pupils take responsibility for their own learning and a belief that high expectations of pupils results in high levels of achievement. Students are therefore expected to:

- Have high levels of attendance and punctuality
- Come to school prepared to learn: this means coming equipped with appropriate books and other equipment to school as well as with a positive attitude to their lessons
- Always have their planner with them as use it as a learning tool (Secondary)
- Engage in all lessons to the best of their ability
- Ensure that their behaviour and organisation are appropriate to support learning
- Complete all work and homework to the best of their ability
- Act on feedback from teachers about how to progress further in their learning

9. Parents

We recognise that parents play an important role in supporting their children’s learning and that the three-way partnership between parents, pupils and the school is vital for the success of the individual pupil. The school undertakes to:

- Communicate regularly with parents about their child’s progress (see Assessment, Marking and Reporting procedure)
- Alert parents promptly to any concerns about their child
- Give parents accurate and up to date information regarding their child’s learning (either in written form or via parent/ information evenings)
- Respond promptly to parental concerns

We expect that parents will:

- Support the school in ensuring that their child is working appropriately both at school and at home
- Regularly review and sign planners’/ Homework diaries
- Engage positively with the school to resolve any difficulties regarding their child attend events such as parent’s evenings whenever possible

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**Amazing Lessons at King's College.
Primary School**

What do they look like?

Outstanding Teaching and Learning is at the core of a successful school. To achieve our mission statement "to provide high quality British education that delivers a transformative learning experience to all our pupils," lessons must be consistently well planned and expertly delivered. Below are the features of what makes an Amazing lesson.

All children are challenged
1. Differentiation caters for all ability levels
2. Teacher questioning is used to challenge all
3. Children's boundaries are pushed (high challenge/low stress)
4. Must / Should /Could : What are your minimum and maximum expectations? What should the pupils be challenging themselves to achieve by the end of the lesson?
All children are engaged and excited
5. Learning starts quickly – children are hooked
6. Lesson is appropriate and relevant
7. There is a 'wow' factor in the lesson
Great learning is connected
8. Children know the Learning Focus / Learning Outcome & how to be successful in the lesson
9. AFL - Regular feedback is given / mini plenaries etc
10. Makes connection to previous, next lesson/ wider context/other subjects
All children are active in their own learning
11. Children are talking/questioning/giving opinions
12. Children get a chance to self and peer assess
13. Children get a chance to share their wider knowledge and understanding if appropriate to the lesson content
Great learning is deep
14. Open ended questioning is used by teachers and children
15. Children are able to explain to others what they have learned
16. Children know steps needed to get to the next stage

**Amazing Lessons at King's College
Secondary School**

What do they look like?

Outstanding Teaching and Learning is at the core of a successful school. To achieve our mission statement "to provide high quality British education that delivers a transformative learning experience to all our pupils," lessons must be consistently well planned and expertly delivered. Below are the features of what makes an Amazing Lesson.

The Big Picture : How does the lesson make connections with what students have already learned? Where does it fit into the topic they are studying? What knowledge are pupils coming to the lesson with already? What links have you made / can you make? Can the lesson be described in 30 seconds?

Objectives : Your objectives for the current lesson.

Must/Should/Could : What are your minimum and maximum expectations? What should the students be challenging themselves to achieve by the end of the lesson?

Engagement : What's the hook? How will you gain student attention at the start and throughout the lesson that is exciting and meaningful? How will you create curiosity and inspire a love of learning?

Stickability : What will stick in pupils' minds as they leave your lesson? What key point(s) do you want them to remember and bring back to the next lesson?

AfL : How will you assess where your learners are at during the lesson? How will you lead them where you want them to go? What AfL strategies are you going to use? What key questions will help you to lure pupils into learning? Plan for various (AfL) Assessment for Learning strategies to allow students to see progress and understand the next steps.

Literacy focus : What are your key words for the lesson? What is your literacy focus / activity? Which key words do you want students to learn? Is there a focus on use of English English and a focus on the use of Academic English.

Differentiation / Groupings : Which activities you will provide for gifted and talented students; students with SEN and EAL. What sort of groupings are needed, what are they doing and when? How are you personalising learning?

Data: How is the assessment data, CAT4/CEM data, used to inform your lesson planning?

The physical environment: A classroom should be visually appealing and stimulating. Pupils should feel welcome in the room and sense that it is a place for working. The room should be laid out to suit the activities taking place and the groups taking part. Staff should also use a seating plan which encourages positive behaviour and efficient learning.