



THOMAS'S KENSINGTON TEACHING AND LEARNING POLICY

INTRODUCTION

Teaching at Thomas's Kensington is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart. Learning is the overriding focus of all activity in our school. Every learning experience should be a rich, dynamic, rewarding and enjoyable experience for all our pupils. Through our teaching pupils are equipped with the skills, knowledge and understanding to approach the next stage of their schooling and future lives with the utmost confidence. Children should enjoy their lessons, be challenged in their learning and make rapid progress.

There is also an Early Years policy which includes Learning and Teaching; this document is complementary.

AIMS

- To allow pupils to develop their skills and abilities to their full potential
- To enable pupils to become confident independent learners
- To foster pupils' self-esteem and their ability to build positive relationships with other people: peers, adults in school and the wider community
- To develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of individuals and cultures
- To take pride in their work and achievements and those of others
- To undertake skillful assessment of pupil progress in order to inform planning
- To work in partnership with parents

STRATEGIES

Effective Learning

- We acknowledge that individuals learn differently and, therefore, recognise the need to develop strategies that allow all children to learn in ways that best suit them. The learning environment is organised to facilitate this and pays regard to vulnerable groups including summer born, SEND, More Able and EAL pupils. Opportunities offered include:
 - Whole-class work
 - Independent work
 - Collaborative work
 - One to one support
 - Use of ICT and media

- Wide-ranging resource access
- Enquiry: investigation and problem solving, research and discovery
- Discussion, asking and answering question
- Creative tasks, designing and making
- Athletic and physical activity
- Musical and dramatic activity
- Extra-curricular activities
- Guest speakers, educational visits, residential trips
- Charity and community project

Effective teaching

- The focus is on motivating pupils and building on skills, knowledge and understanding
- Teaching is inspirational, enthusiastic and embodies excellent subject knowledge
- Teaching within year groups is led by Year Leaders and within subjects by Subject Leaders
- Our Curriculum Overviews guide our teaching and are reviewed annually
- Planning is high quality. It is informed by formal and observational assessment
- When planning work for vulnerable groups including SEND, More Able and EAL, teachers have regard for individual Provision Maps. Support groups can be offered
- A range of teaching and learning strategies are employed
- Lesson format is not prescribed but will nearly always include an introduction with the learning intention outlined and a plenary used as an assessment opportunity
- All teachers adhere to our Marking and Assessment Policy
- Teachers adopt Assessment for Learning strategies as a matter of course:
 - Differentiated planning and practice with links to prior learning
 - Well understood limited learning objectives
 - Effective teacher questioning
 - Regular and planned opportunities for speaking and listening including peer mentors
 - Peer and self- assessment
 - Individual target setting
 - Developmental marking linked to target setting
 - Plenary used as an assessment opportunity
- AfL strategies are used to plan lessons taking into account the abilities and needs of all pupils
- Teaching staff adhere to an assessment policy and guidance; this allows for tracking, record keeping and enables progress to be monitored
- Maths is ability streamed in Year 5 and Year 6
- Data is analysed and progress tracked each term; intervention is put in place where necessary
- Teachers are familiar with equalities policies; we strive to achieve inclusive practice
- The layout of the classroom best suits the teaching and learning activities
- ICT is used to enhance learning and teaching
- Resources are varied, well maintained and easily accessible
- The Learning Environment is well presented, interactive and purposeful. Displays change regularly. A stimulating environment sets the climate for learning and an exciting classroom promotes independence and high quality work
- Staff establish good working relationships with pupils, following our Code of Conduct.

- Staff encourage positive, constructive relationships amongst pupils and insist on good behaviour
- Staff endeavour to ensure that all activities are safe and all policies and procedures are followed to this end
- Teaching Assistants are deployed as effectively as possible ensuring that their presence enhances children's learning. They may work with individuals or groups, in or out of the classroom. Their presence should be felt in the starters and plenaries of lessons. TAs can be involved in planning and assessment
- Homework must be linked to work in school in order that it is purposeful. Staff follow our policy, guides and timetables
- Teaching staff work collaboratively led by Year Leaders and Subject Leaders, to ensure consistent systems across year group and subjects; this includes planning meetings, progress meetings, benchmarking, resource sharing
- There are rigorous monitoring and evaluation procedures:
 - Teaching is observed regularly through formal observations and learning walks with feedback and judgements;
 - Children's work and planning are scrutinised;
 - Staff have an annual performance management meeting;
 - CPD is co-ordinated;
 - Staff views are surveyed;
 - Staff observe colleagues (peer to peer lesson observations)

ROLES AND RESPONSIBILITIES

The Role of the Senior Leadership Team

- To actively and rigorously monitor and evaluate teaching and learning to allow for ongoing development of individual teachers and of the teaching and learning in the school (also see Monitoring Teaching and Learning Policy)
- To support the use of appropriate teaching strategies by allocating resources effectively
- To ensure that the school building and site are best used to support successful teaching and learning
- To ensure staff development and performance management promote excellent teaching and continual professional development

The Role of Parents

- We believe that parents have a fundamental role to play in helping children to learn and do all we can to inform them of their children's achievements and progress. Formal methods include Syllabus Evening (Sept); written reports are provided twice a year, parent teaching meetings twice a year.
- Parents are encouraged to support their children's learning by:
 - abiding by the Code of Conduct
 - using the Thomas's Learning Platform (TLP) and encouraging their child's use of the TLP
 - sharing problems with staff promptly
 - attending school events where possible
 - supporting the homework policy

- becoming actively involved in dialogue with teachers when requested
- keeping all file details up to date
- responding to correspondence
- adhering to our attendance policy
- informing school of any issue at home which may affect progress; happiness or behaviour and supporting extra-curricular activities where applicable.

See also: Code of Conduct, Curriculum Policy, Monitoring of Teaching & Learning Policy

This policy will be reviewed annually			
Latest Review: November 2019	By:	Kelly Miller, Deputy Head – Academic	No changes
Next Review: November 2020	By:	Kelly Miller, Deputy Head – Academic	