



Name of Policy	Quality of Education Policy Previously Teaching and Learning Policy
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Rationale

At KHNES we recognise that all pupils/children possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. KHNES aim, through successful teaching and learning, to develop the whole child and to enable pupils to make good progress and become lifelong learners.

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective challenge and pace in all lessons and where the individual learning needs of all pupils/children are met.

Aims

- Teachers have high and relevant expectations for their pupils
- Personalised learning using information from baseline assessments– including SEN
- Lessons encourage Independence; 50% pupil led and 50% teacher led
- Lessons are challenging and of adequate pace so that progress is substantial
- Teachers have a good understanding of how to subjectively and objectively measure progress
- Strong positive relationships that support pupils in a caring and nurturing environment
- Delivery and styles of teaching and learning must have a consistent focus of the long-term goal of re-integration
- Curriculum and teaching & Learning which supports citizenship, British values, protected characteristics, SMSC and PSHE (including RSE)

Roles and Responsibilities:

Management committee:

- To ensure the effective and rigorous implementation and monitoring of the policy.

Executive Leadership team:

- To provide appropriate support, training and resources for subject areas and individual staff
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the Service and its priorities.

Senior Teacher Co-ordinators:

- To be responsible for the co-ordination of long, medium- and short-term planning of schemes of learning, taking into consideration the aims and objectives of the policy
- To monitor and evaluate consistent delivery of the policy at subject level
- To provide appropriate support to team members by providing training materials or advice and guidance
- Support staff to take risks in new teaching methods.

Teaching staff:

- To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is at least good
- To implement this policy by planning and delivering high quality learning experiences
- To have a growth mind set and be willing to take risks.
- Actively seek to reflect on their practice using strategies
- Work collaboratively with colleagues to share best practice and improve teaching.

All staff:

- To be aware of the principles of the policy and how they can contribute to it.

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To engage with learning experiences outside the classroom

Parents/Carers:

- To support the policy of the School, in line with the Home-School Agreement, by providing support for pupils/children at home, allowing them to continue to develop their learning effectively.

Definition of teaching and effective teaching:

The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. At KHNES we believe that effective teaching occurs when:

- Use of expert subject knowledge and general knowledge of current affairs
- Planning of individual lessons and series of lessons to ensure all learners are challenged
- Having consistently high expectations of all pupils
- Implementing varied learning activities
- Lesson objectives are shared with pupils in every lesson
- Lessons are objective led and outcome driven
- Pupils must be made aware of the success criteria they are working towards
- Effective use of differentiation to ensure that the needs of all learners are met so that they make good progress relative to their starting points
- There is a quick start to the lesson with an engaging starter activity, ensuring learning is evident
- The pace of the lesson allows all pupils/children to make progress
- Setting challenging and purposeful homework;
- Marking, feedback (oral and written) formative and summative assessment and reporting – see Marking and assessment policy
- Teaching reading, writing, communication and mathematics
- Establishing a positive climate for learning in lessons to encourage interest and engagement
- Ensuring high standards of Behaviour for Learning
- Providing intervention when underachievement is evident.

Definition of Learning and effective Learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore, we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

KHNES believe learning will most effectively take place when:

- The learning environment is secure, stable and stimulating
- Relationships between teachers and pupils/children are positive and respectful
- Pupils self-esteem is high
- Pupils understand the purpose of the learning and see relevance to their own experience
- Pupils understand the ways in which learning takes place
- The learning builds on prior knowledge and understanding
- Success criteria are explicit and models are provided
- The learning is active and collaborative
- Pupil questioning, reflection, and discussion are encouraged to extend & guide discovery
- Independent learning and thinking is facilitated and encouraged
- There are opportunities for creativity and utilising different learning styles
- Pupils can self-assess, know what they need to do to improve and are able to set appropriate targets
- Pupils have opportunities to transfer skills, knowledge and understanding to other contexts. Definition of Progress: To make progress in learning is to move forward towards a learning objective or an agreed target.

Continuing Professional Development (CPD):

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. KHNES' CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole service capacity.

Monitoring and Review:

Middle Leaders and Senior Leaders will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways:

- Quality assurance process with observations linked to appraisal and typicality of teaching judgment
- Book scrutiny
- Questionnaires with staff/pupils/children/parents
- Examination reviews and progress checks
- Reviews conducted alongside external agencies
- Pupil interviews and pupil reviews

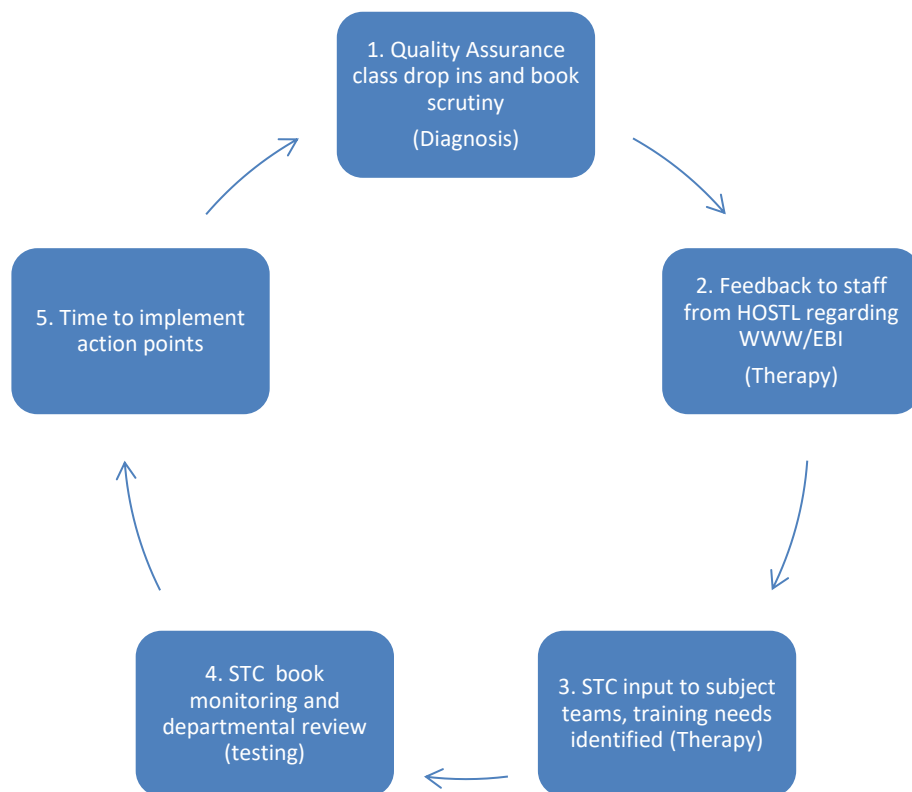
The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

Quality assurance information:

Quality assurance weeks enable KHNES to track and monitor the provision in terms of the following:

- Number of pupils
- Demographics of pupils and vulnerable groups
- Attendance
- Re-integration rates
- Average length of stay
- Referral information
- Quality of teaching and learning through lesson observations throughout the week
- Book scrutiny
- Pupil, parent and staff questionnaires

Quality assurance feedback and process: Teaching, Learning and Assessment:



1. Quality Assurance - termly reports through diagnostic assessment by Executive leadership team
2. Leadership feedback – Support packs and STC meetings
3. STC to drive improvement at subject level
4. Mid cycle review and monitoring by STC – outcomes to be fed back to HOSTL
5. STC to drive further improvement