



King's High School

Teaching Policy

Policy:	<i>Teaching and Learning</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>R Nicholson, Principal</i>
Approved by:	<i>KHS Committee, June 2016</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Burley, Deputy Head</i>

Aims

At King's High it is our aim to maximise every pupil's academic potential. While our curriculum is broad and encompassing of a full range subjects, we recognise that to be successful requires our pupils to develop as learners and that this needs to be nurtured by excellent teaching throughout the school. Teaching and Learning forms a central aspect of our development planning. Through focused INSET and through working parties, staff are continually asked to reflect on what happens in their classroom as well as sharing and disseminating good practice. This has included using the work of educational practitioners in developing a growth mind-set amongst our pupils.

High quality teaching practice is shared and celebrated. Teaching at King's High is designed to promote three core learning values:

- Creative thinking
- Intellectual curiosity
- Academic endeavour and exploration beyond the confines of the taught curriculum

These values are more than just a set of words. They represent a learning philosophy that, will not only lead to academic success at school but also provide the foundations for success at university and the wider world. Our Inspire Programme promotes these values and the teaching throughout the school works to these aims.

Throughout the school a wide range of teaching methods and strategies are used to ensure all pupils achieve excellent outcomes in terms of public examinations and are enriched by the learning opportunities at King's High.

Warwick Prep and King's High Links

In promoting greater continuity and progression between the end of Key Stage 2 and Key Stage 3, Heads of Department meet with the member of staff responsible for the corresponding subject area. Such meetings facilitate the sharing of resources, exchange of Schemes of Work and more generally allow staff to gain knowledge and understanding of teaching and learning in the two schools.

Disseminating Good Practice and Lesson Observation

While a formal programme of lesson observation takes place as part of the Performance Management and Departmental Reviews, departments are encouraged to operate more informal observations with a view to looking at particular aspects of teaching and learning.

The requirement to undertake work sampling and pupil surveys on a regular basis also facilitates dissemination of good practice within departments, and departments are encouraged to keep exemplar material for staff to reference.

The Senior Management Team (SMT) also review departments on a rolling programme, producing a report on all aspects of the department and recommendations for further action.

Digital Learning

The use of ICT is integral to teaching and learning. All departments are expected to use ICT to enhance teaching and learning, with opportunities for ICT being highlighted in department documentation. All departments use the Microsoft suite of apps to enhance teaching and learning. All teaching staff are issued with devices on appointment and trained on the most effective use for teaching and learning.

Literacy and Numeracy

All departments have a responsibility for developing literacy and numerical skills. While the teaching of literacy and numeracy remains the main focus of the English and Mathematics departments respectively, all subjects will have opportunities for developing literacy and numerical skills through their teaching.

Libraries

In addition to providing a valuable resource for all pupils in general, the library supports departments in developing their teaching and learning. Each Head of Department will liaise with the Librarian over current syllabuses and schemes of work and the resources that would be best suited to support what is being taught. In addition, many departments actively use the library for small and extended research-based projects.

Academic Support

In the Senior School, all departments offer times outside of lessons at which staff will be available to help pupils with their academic work. These 'Academic Clinics' are provided as an opportunity for pupils to develop their understanding through small group or one to one tuition. In addition, many pupils see subject staff on an informal basis.

A Sixth Form Mentor scheme operates where Sixth Formers are available to help pupils from other year groups who are experiencing difficulties.

Additional revision classes (and university preparation classes) are timetabled where possible and provided at the discretion of the Head of Department and subject staff.

Further academic support is offered via the Boost Programme and the Learning Support Department. This provision includes Daily Boost and skills-based sessions. Bespoke support is offered via our team of specialist Boost Tutors.

Supporting Teaching and Learning Outside the Classroom

Departments and school societies offer extra-and super-curricular activities designed to enhance teaching and learning. Examples include fieldtrips, visiting speakers, and national quizzes. Our formal societies support this via the Inspire Programme. In addition, pupils are encouraged to work with subject teachers to set up their own groups, societies and blogs.

Teaching Expectations

The following list, though not exhaustive, outlines the expectations for all teaching at King's High:

- Teaching shall be in accordance with the Aims of the school and of the subject/department.
- Teachers shall have regard to the welfare, health and safety of their pupils above all else.
- Teachers shall follow the departmental/subject scheme of work.
- Teachers are encouraged to nurture and develop an individuality of approach and style whilst observing the consistency required with all other teachers and whole school policies, and with departmental colleagues and departmental policies.
- Teachers shall take account of and cater for to the best of their abilities the varying abilities and needs of the individual pupils in any group, including pupils with SEN, disabilities, special gifts and talents or English as an additional language.
- Teachers shall effectively employ an appropriate range of resources, including ICT, to support and enhance their teaching.
- Teachers shall employ a range of methods including whole class exposition, group, pair, and individual work as appropriate.
- Teachers shall encourage creative thinking, intellectual curiosity and independence of thought and learning.

- Teachers shall maintain lesson plans, registers of pupil attendance, and all other appropriate records. Teachers shall establish effective seating plans for students which are reviewed and altered when necessary.
- Teachers shall conduct regular and thorough assessments, according to school and departmental principles, and assessment shall be an integral part of teaching and planning so pupils can make further progress.
- Teachers shall maintain good discipline and a focus on learning in their lessons, and shall encourage pupils to behave responsibly and be respectful of their own and of one others' learning.
- Teachers should take appropriate steps to understand and build on the prior experiences and attainments of their pupils.
- Teachers shall create and maintain a professional and purposeful atmosphere in their lessons. The classroom atmosphere should be positive, welcoming and encouraging, enabling every student to feel secure and optimistic in their work and progress.
- Teachers shall aim to elicit maximum effort and participation from every pupil.
- Teachers shall look to develop and enhance their teaching skills, for example, by attending appropriate inset, by observing colleagues, by sharing examples of good practice with colleagues.