



King's Lynn Academy

Policy:	Curriculum, Teaching and Learning Policy
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We believe that all students at King's Lynn Academy are entitled to experience a vibrant, challenging, relevant, engaging and appropriate curriculum across their five years at KLA. In designing our curriculum, we take careful note of all statutory expectations and guidance from the Department for Education, as well as taking very special care to ensure that what we teach, how we teach and the demands we make of our students reflect the ethos, culture and core values of our academy.

Our curriculum vision

- All of our subject departments have completely reviewed their Key Stage 3 curriculum, building on research and Ofsted guidance about what we teach, ensuring deep coverage of key knowledge needed to create solid foundations for further study, as well as a thorough grounding in each discipline, should a student decide not to study that subject beyond Year 9.
- Lessons will be supported by continuous low-stakes assessment which gives students the chance to show off what they have learnt. Using simple recall tasks and quizzes at the start and end of lessons, students will be reviewing their knowledge frequently, building on a spirally-designed curriculum which allows for frequent revisiting and memorisation.
- Knowledge learnt in both lesson and homework forms the basis of regular assessment. We believe this knowledge will give our students both the cultural capital and the academic underpinning they require to make them excellent learners at GCSE and beyond.

This curriculum rationale formed part of our 2018-19 review of curriculum effectiveness and appropriateness. It reflects our determination that all students, regardless of background or prior attainment, share an entitlement to study a broad curriculum grounded in academic rigour. It also takes cognisance of the fact that GCSE specifications contain significantly more content and are much more challenging, and that our students must be supported to attain as highly as possible in these. Finally, our curriculum must nurture a lifelong love of learning, and prepare students for the world that they will face when they leave school, including developing employability skills.

For the avoidance of doubt the following principles underpin our proposed curriculum following a full review of the curriculum undertaken by Eastern Multi-Academy Trust;

- Students are supported to study the full suite of EBacc subjects throughout their time at KLA. Where necessary, individual students may be disapplied from either or both of humanities or MFL subjects, but this will only be done where there is a clear need.
- We place great weight on the importance of creativity in our curriculum, and all students must be allowed sufficient time to study art, music, drama, catering and design technology in KS3 to make sure that they are allowed time to develop their skills in these areas. We will continue to work in close partnership with vocational partners, including the local FE College, to do all that we can to offer appropriate vocational access at KS4.
- We believe that the perception of the 'divide' between Key Stage 3 and Key Stage 4 has become an unwelcome and unnecessary one. Our recent rewriting of curriculum programmes of study for all subjects has made clear to us that teaching and learning at KS3 needs to properly link to the demands of GCSE study, and this has been central in our thinking. In addition, we ensure we properly challenge and build on students' success at primary school. These points have led to us devising programmes of study for all subjects that are designed as single five year programmes, rather than two separate key stages. What is crucial in our model is that sufficient Guided Learning Hours (GLH) are given to foundation subjects in KS3 to allow for meaningful study that provides a solid basis for making option choices.

1. Principles

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience varied, engaging and personalised teaching, which enables them to fulfil their potential as successful learners, and become well rounded future citizens. Kings Lynn Academy aims, through effective teaching, to create the conditions for successful learning and to enable our students to make exceptional progress and become lifelong learners.

We appreciate that pupils have differing needs, aptitudes and skills, and that correctly 'pitching' lesson content and task design to meet these is central to high-quality teaching. Our approach to setting differentiated 'success criteria' for pupils in every lesson, with incremental increases in challenge to allow for adaption to fit individual need, is clearly foregrounded in our protocols for planning and delivering learning.

All teachers have a responsibility to plan and deliver high quality lessons that are challenging for all, with students targeted with frequent and effective feedback and live assessment. Lessons should be pacy and engaging, ensuring the learning needs of all students are met.

2. Aims

- To ensure exceptional teaching and learning experiences for students of all abilities and aptitudes.
- To provide a framework for teaching and learning within which there is flexibility and scope for creativity.
- To provide coherence of approach and consistency of expectation.

- To make explicit the entitlement of all students.
- To promote the core values of Kings Lynn Academy.
- To ensure consistency of experience for all pupils, and to continue to narrow the gap between our best practice and our weakest.
- To ensure that staff are aware of and plan for the needs of those pupils with Special Educational Needs and those in receipt of Education, Health and Care Plans (EHCP)
- To raise attainment by increasing levels of student motivation, participation and independence.
- To ensure that lesson pitch allows for suitable adaptation of learning for all pupils, enabling sufficient stretch and challenge where necessary, and clearly supportive scaffolding where this is required.
- To promote reflection on, and sharing of, good practice through a variety of methods.
- To promote an understanding of how learning takes place.
- To make explicit a baseline for monitoring and evaluating the teaching and learning that takes place.
- To provide practical guidance and clear procedures.
- To provide a focus for development.
- To inform teachers, students, parents, Governors and the wider community about the aims and processes of teaching and learning.
- To identify specific areas of responsibility at whole school, at department and individual staff level.

3. Roles and Responsibilities

3.1 Governors & Trust

To ensure the effective and rigorous implementation and monitoring of the policy by reviewing Quality Assurance summaries, calling Heads of Faculties to present on standards in their areas, or receiving written reports through Academy Council meetings or Trust Secondary Education Committee meetings.

3.2 Leadership Team

- To provide a vision for teaching and learning at Kings Lynn Academy.
- To lead the development of a strategic plan for the implementation of the vision for teaching and learning.
- To provide appropriate support, training and resources for Faculties, 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 school and its priorities.

3.3 Heads of Department, Assistant Principals and TLR holders

- To be responsible for the coordination 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 Faculty and 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.

3.4 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.
- Have high expectations of students and be willing to take risks.

- Actively seek to reflect on their practice and engage with strategies such as teaching and learning communities, coaching triads, lesson study and/or other strategies as appropriate.
- Work collaboratively with colleagues to share best practice and improve teaching.
- Be prepared to act as a role model for a life-long love of learning.
- Exemplify high standards of written and spoken English.

3.5 All Staff

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

3.6 Students

- To engage positively with teaching and learning to enable staff to implement the policy effectively.
- To engage with learning experiences outside the classroom by ensuring completion of homework, and to participate actively in enrichment and visits.

3.7 Parents / Carers

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

4. Definition of Teaching

The purpose of teaching is to create the conditions for learning and to raise standards of achievement and progress. Teaching includes the whole range of activities that a teacher employs to promote learning and progress.

The characteristics of high quality teaching at Kings Lynn Academy are:

- Use of expert subject knowledge, general knowledge of current affairs as well as high standards of literacy, numeracy and pedagogical knowledge.
- Planning of individual lessons and series of lessons to ensure all learners are challenged.
- Having consistently high expectations of all students and challenging all to achieve their best.
- Implementing varied and engaging learning activities.
- Learning Intentions must be shared with students in every lesson, and be embedded in assessment throughout.
- Lessons are objective led and outcome driven.
- Students/children must be made aware of the outcomes they are working towards.
- All are challenged so the needs of all learners are met and that they make good progress relative to their starting points.
- There is a structured, orderly start to the lesson with an engaging starter activity.
- The pace of the lesson allows all students to make progress, and that no time is wasted.
- Setting challenging and purposeful homework linked to relevant lesson skills and content.

- Students are targeted with frequent, high level questioning to ensure participation and to check understanding.
- Provide frequent, specific marking that requires action and response.
- Ensuring high standards of Behaviour for Learning.
- Providing intervention when underachievement is evident.

5. Definition of Learning

Learning is the process by which an individual makes sense of new experiences. 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 share, discuss and articulate ideas as a means of learning and a tool for thinking.

We believe learning will most effectively take place when:

- The learning environment is safe, supportive and stimulating.
- Relationships between teachers and students are positive and founded on mutual respect.
- Opportunities are taken to build our students' self-esteem.
- Students understand the purpose of the learning and see relevance to their own experience.
- Students understand that learning happens in a variety of ways, and that they appreciate how they learn best.
- The learning builds on prior knowledge and understanding.
- Outcomes are made explicit and exemplars of best practice are provided.
- The learning is active and collaborative and includes targeted questioning, reflection and discussion to extend and guide discovery.
- Independent learning, creativity and problem solving is facilitated and encouraged.
- Students can self-assess/peer assess using feedback and know what they need to do to improve and are able to set appropriate targets.
- Students have opportunities to transfer skills, knowledge and understanding to other contexts.

6. Definition of Progress

To make progress in learning is to move forward towards a learning objective or an agreed target.

All students are expected to make clear progress in their learning over time as follows:

- Performance data shows that students are making good progress towards their agreed targets, in line with their starting points.
- The quality of work produced by students shows that they are acquiring and retaining knowledge rapidly and that they are developing their understanding and skills at least in line with expectations for their age group and national averages.
- Students can apply skills in reading, writing, communication and mathematics so that they are well prepared for the next stage in their education, training or employment.

- Students can transfer their learning and apply this knowledge, skills and experience across a wide range of subjects.
- Where students starting points are low or fall below that of all students nationally, the gap is closing over time.

7. Expectations

This section of the policy reflects our expectation that students experience the highest quality of teaching and learning at Kings Lynn Academy. In order to achieve this aim, we need to establish a shared understanding of what constitutes high quality teaching. The KLA approach to high quality teaching and learning can be summarised in -

High Expectations – An unwavering belief in the potential of all learners

Engagement in Learning – An emphasis on the joy of learning

7.1 High Expectations

At all times and in all interactions with students, every member of staff at the school holds the highest expectations of students. This permeates through everything we do in the classroom and outside, in terms of academic development and the behaviour that we accept.

Non-negotiables

- Punctuality / Greet Pupils at the Door
- Entry / Starter Task
- Enquiry / Key Question

- Plenary
- Orderly Dismissal

7.2 Spiral Teaching and I/ We/ You

Learning is planned to revisit key knowledge to embed the learning- make it stick. Each lesson will involve different phases of learning. The teacher will deliver an exposition and model learning (“I”). The teacher will work in collaboration with students on an activity, handing over some responsibility with carefully constructed questions, scaffolds, and prompts (“we”). The teacher will hand over the task to students to practise and demonstrate learning independently (“you”)

7.3 Questioning

At KLA, we feel it is important to ensure the involvement of every pupil in questioning / discussion / verbal responses; therefore, directed questioning is vital. This means that we do not rely on ‘hands-up’, rather teachers’ knowledge of pupils and their prior attainment will indicate the expected level of response of their answer. Not only will this improve pupils’ focus and listening skills, but it will demonstrate to teachers their prior attainment, current understanding and also provide a level of differentiation and challenge. As teachers, we know verbal answers are of a higher quality when thought out so, when appropriate, thinking time is advised. This could be a few seconds or an opportunity to discuss with a working partner (‘Think / Pair / Share’). If the response to the question is not of the quality expected, teachers must use their skills to be relentless in pushing pupils further, including rephrasing the question, giving examples / ideas or addressing misconceptions. ‘I don’t know’ is not an accepted response. We must aim to hear from each pupil at least once each lesson.

In addition to this, pupils should be allowed to offer responses or views on the topic to enhance discussion / question and answer sessions as research shows this is also effective in improving pupils’ oracy, confidence and engagement.

7.3 Progress for all

When students arrive at our classes our expectation is that they talk at points during the lesson – this might be together, with the teacher and in front of the class. Where appropriate oral presentations should form part of the assessment of students.

7.4 Quality Assessment

Quality assessment is a vital tool to enable teachers and students to assess their progress and recognise their next steps to learning. Staff must consider which approaches to assessment would be most productive in each lesson.

8. Continuing Professional Development (CPD)

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills through termly INSET days and weekly CPD sessions. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met and exceeded. Kings Lynn Academy's CPD programme provides opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as using coaching methods and lesson study for self/peer reflection and sharing best practice,

presentations by current staff and outside trainers, peer observation, professional discussions and evaluation, coaching and mentoring.

9. Evaluation and Monitoring

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

- Scrutiny of work and feedback.
- Developmental lesson observations and regular learning walks.
- Questionnaires and surveys with staff/students/parents.
- Examination and progress reviews.
- Department-led self-review.
- Reviews conducted by external agencies.

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 and evaluation will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

