



KINGSWOOD SECONDARY ACADEMY

The Teaching and Learning Essentials

September 2020

The quality of teaching is consistently good....

Teachers use skilful questions to intervene and clarify pupils' misunderstandings. This helps pupils to think more deeply about their learning and secure the required knowledge and skills to move to the next stage.

Ofsted Report March 2019



Ethos

It is the collective aim of all teachers at The Kingswood Secondary Academy to create an environment based on excellence, dedication, and respect. The ethos shared with our students is that “we RISE to the top” together through showing each other Respect, being Independent and displaying a sense of Service to the Community and Empathy always. We are inspired to achieve through excellent learning opportunities where Questioning, Engagement and Challenge enable all to thrive and “RISE!” We are committed to providing the very best education for all our students irrespective of their ability or background. We seek to ensure that students receive a broad and balanced education that enables them to achieve their potential and take the appropriate next steps in their lives as valued and confident members of society.



Teaching, learning and assessment at The Kingswood Secondary Academy challenges and supports learners to make sustained and substantial progress in all aspects of their programmes of study. We have high expectations of our students in all that they do, and this is underpinned by a set of guiding principles ensuring that our Academy is purposeful, calm and a safe place to learn.

We are proud of our Academy, and our community, proud to be part of Corby, proud to be Kingswoodians.

A positive working environment

- We employ a Teaching and Learning framework to help establish a common approach to teaching and help to build a positive working environment. As part of this framework, teachers are actively encouraged to adopt a policy of one foot in / one foot out of the classroom to ensure corridor behaviour in their teaching environment is calm and purposeful. However, with COVID 19 procedures in place this will no longer be possible for the moment.

- During the period of COVID 19, it is recommended that you stay at your desk as students enter the classroom and welcome them, or you welcome the students with a smile and a hello when you arrive at the classroom if arriving from another bubble.



- The DNA (Do Now Activity) should be ready on arrival for students to start as they enter the classroom, or should be the first activity if you are moving between classrooms so that every moment is focussed on learning. This will provide an opportunity for students to recall knowledge from last week, last term and last year.

Supporting Positive Behaviour

- Teachers should follow the behaviour policy to ensure consistent and fair practice of sanctions and routines to all students.
- We should all employ a range of verbal and non-verbal techniques and strategies to deal with challenging behaviour and avoid over-reaction, confrontation and shouting.
- We should all have high expectations of our students and model the behaviour we expect to see in them.
- At all times, we should actively practice a policy of mutual positive regard.
- I Points are to encourage and reward good effort with work.
- Community Points should be rewarded to those students actively showing good service to our community as part of our RISE ethos e.g. holding the door open, offering to hand out books, collecting in pens etc. These jobs may be limited whilst COVID 19 regulations are in place but we should take every opportunity to encourage our students to be good members of the community we wish to create.



Before the lesson

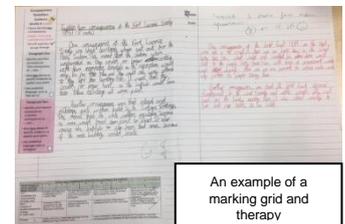
- Lessons at Kingswood Secondary Academy are planned for the needs of our students and follow the curriculum schemes of learning (long term and medium term plans) based around the PiXL model of DTT.

Learning Support Assistants

- It is desirable that you share your lesson plan in advance with any LSA's who regularly support students in your lesson.
- During Covid 19 LSA's will not be able to sit with students they support, as they will need to maintain a 2-metre distance.
- During the course of the lesson, the LSA will ask the student(s) they are supporting to leave the classroom so that they can assess what help the student needs to be able to complete the task. This may happen once the teacher has finished explaining the task, or when the LSA notices that the student(s) is struggling.
- Students identified as having an EHCP will need to be seated near to the door of the classroom to assist LSA's with providing additional support. This is also good practice for those students whose behaviour is considered a concern.

Assessment and Feedback

- Formative assessment should follow the Curriculum scheme of work and the DTT Cycle (diagnose, therapy, test).
- During the Covid 19 pandemic, all assessments should be completed on paper so that books remain in the classroom at all times.
- All PPE's must be marked with a RAG rated QLA.
- All other assessments should be marked using QLA / marking grids (each faculty has a booklet of exemplar assessment and feedback as guidance), or the KSA class feedback sheet.
- If using the class feedback sheet then teachers must use their visualiser to show students work that illustrate successful aspects of the question. This modelling can then be used to help students inform their improvement work (Therapy).
- Teachers will need to model and train students in the right way to act on their feedback and monitor the improvements made. Sufficient time must be given in lessons for students to improve their work. Improvement work should be of a standard that that it genuinely improves the original piece of work.
- All teacher feedback will be in **green** pen and will target student progress, avoiding generic comments of good work.
- Therapy is clearly labelled and completed by the student in **red** pen.
- Learners need to be given the skills to peer and self-assess accurately and be given the assessment criteria and mark schemes to assess effectively.
- Teachers should provide live feedback whenever possible to shape, stretch and challenge the students. A visualiser is perfect for this.



KSA Whole Class Feedback & Therapy		Date:	Class:
WWW:	✓	FB:	SPG:
Misconceptions:	⚠	Presentation:	Debate:
Actions:		Diagrams:	Sketch:
Therapy Activities: Consider			
Twitter moments:			

Homework

- Homework should be differentiated to meet the needs of all students. All students should be able to access homework without teacher and / or adult support.
- Homework is recorded, set, received and marked on Class Charts during the COVID 19 pandemic.
- Homework should be challenging and ideally feed into the lessons.
- At Key Stage 3 students should receive 60 minutes of homework a week for each subject (except PE who encourage students to join a club) and at KS4 they should receive at least 90 minutes of homework per subject, per week.

At the end of the lesson

- As stated in the Teaching and Learning framework there should be a learning conclusion at the end of the lesson, which will be used to demonstrate that students have made progress and can answer the Key Question. Examples of activities that can be used can be found in the Teacher Toolkit.
- During the COVID 19 pandemic students will only move to other classrooms within their bubble. It is essential that this be done in an orderly fashion. You may have to use your professional judgement to hold a class in the classroom until the corridor is less crowded before dismissing your class.
- A routine release of students will ensure that students leave your lesson in a calm and orderly fashion. You will need to stagger the release of your students row by row rather than allowing the whole class to leave as one body of students.

