



LEARNING TOGETHER

WORKING TOGETHER

SUCCEEDING TOGETHER



# KSS LEARNING AND TEACHING POLICY



## LEARNING AND TEACHING STRATEGY



RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS



# KSS STEPS TO EFFECTIVE LEARNING AND TEACHING

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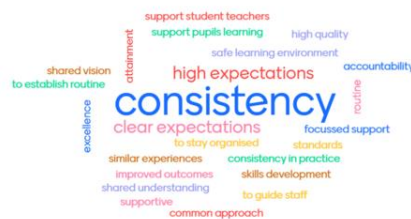
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# PURPOSE OF THE POLICY

All teaching staff were consulted on the purpose and creation of the policy during the consultation phase:



## WHY SHOULD WE MAKE A KSS LEARNING AND TEACHING POLICY?



The policy will be used for the following purposes:



# SUCCEEDING WITH SEVEN

All staff/young people were consulted on the development of the KSS Learning and Teaching Policy.

The policy is based upon seven key areas reflecting local and national policies and the voices of KSS young people who provided the success criteria in all areas.

This resource will be reviewed and adapted by KSS Learning and Teaching Leaders in response to staff and pupil voice.



# ETHOS

The School Charter supports all stakeholders to create a nurturing, supportive and consistent ethos which is conducive to effective learning and teaching.



Learning Together Working Together Succeeding Together

 **KNIGHTSWOOD  
SECONDARY  
SCHOOL**



# OUR SCHOOL CHARTER

**BE KIND**  
**GIVE OUR BEST**  
**BE HONEST**  
**RESPECT OTHERS**  
**BE RESPONSIBLE**  
**INCLUDE EVERYONE**

 **RANGERS  
CHARITY  
FOUNDATION**

 **CHARTER MOTION**

 **F.A.R.E.**  
Working with Communities

**Respect Friendship Honesty Empowerment Happiness**

# ETHOS

<p><b>INCLUSION: What helps you to feel included in learning/lessons?</b></p> <ul style="list-style-type: none"> <li>✓ <i>A classroom culture where we don't feel judged by our peers or our teachers and everyone gets along (not necessarily friends).</i></li> <li>✓ <i>I connect better with the teacher if there is one-to-one interaction. When the teacher walks up to my desk and asks smaller questions, this helps me to understand the topic better.</i></li> <li>✓ <i>Teachers talking to us. Being a part of groups. Teachers welcoming us at the door.</i></li> <li>✓ <i>Group work.</i></li> <li>✓ <i>When you don't understand the work but the teacher still helps you.</i></li> <li>✓ <i>Being able to recognise myself and people like me in the lesson materials.</i></li> </ul>	<p><b>POSITIVE RELATIONSHIPS/HIGH EXPECTATIONS: How can teachers help you to reach the best you can be?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Teachers should challenge us.</i></li> <li>✓ <i>Start tasks immediately</i></li> <li>✓ <i>Plan all lessons.</i></li> <li>✓ <i>Offer help if we don't understand.</i></li> <li>✓ <i>Don't judge me.</i></li> <li>✓ <i>Be really involved in the lesson – don't give work and then just sit there.</i></li> <li>✓ <i>Create group projects.</i></li> <li>✓ <i>Go over our work with us to make sure we know what we are doing.</i></li> <li>✓ <i>Give us access to question papers (maybe at the end of the lesson) to see if we can attempt them – encourage us to test ourselves</i></li> </ul>
<p><b>FAMILY LEARNING: How can we involve families in learning and teaching?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Invite my Parents/Carers to be involved.</i></li> <li>✓ <i>At Parents'/Carers' Evenings, help my Parents/Carers to be involved/feel welcome.</i></li> <li>✓ <i>Showcase/share our work.</i></li> <li>✓ <i>School should promote a positive reputation and relationship with our families.</i></li> <li>✓ <i>Family learning opportunities – help us to learn together.</i></li> </ul>	<p><b>How can teachers make sure you feel listened to in the learning environment/class?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Avoid negative reactions and comments when we are struggling. Understand that the class may not know something.</i></li> <li>✓ <i>Answer my questions and listen to me.</i></li> <li>✓ <i>If I'm talking make sure you can hear me and people aren't talking over me in background.</i></li> <li>✓ <i>Make eye contact.</i></li> <li>✓ <i>Give me opportunities to give feedback.</i></li> <li>✓ <i>Create an ethos of mutual respect.</i></li> <li>✓ <i>Teachers should encourage questioning and share with the class to allow all to learn.</i></li> </ul>

**EXPECTATIONS: How can teachers create positive relationships in the classroom?**

- ✓ *Everyone should follow the School Charter.*
- ✓ *Mutual respect.*
- ✓ *Teachers should make lessons engaging.*
- ✓ *More groupwork. Come around during group work and give me feedback.*
- ✓ *Help me when I ask.*
- ✓ *Get to know the students more e.g. say "hi", ask me how I am.*
- ✓ *Be positive, supportive, fair and friendly.*
- ✓ *Smile.*
- ✓ *Remain calm.*
- ✓ *Allow us to chat to a partner about work if we are struggling when appropriate.*
- ✓ *Don't shout.*
- ✓ *Help us to not feel embarrassed asking for help.*
- ✓ *Help to improve corridor behaviour – be visible between classes.*
- ✓ *Teachers should make more of an effort to praise the students who are doing well in class.*
- ✓ *Teachers should meet us at the door.*
- ✓ *Create a purposeful learning environment.*
- ✓ *Use the school charter to champion positive behaviour more, rather than just focusing on using it to change more challenging behaviour.*

## PLANNING

### ACTIVE LEARNING: How can teachers help you to engage in and be leaders of your learning?

- ✓ Allow us to choose who we work with, where appropriate.
- ✓ Provide Competition and Game based learning, where appropriate.
- ✓ Create choices depending on what you want to do in the future - life skill-based learning, transferrable skills.
- ✓ Use starters at the beginning of lesson to help me remember the previous lesson.
- ✓ Breakdown work more, give me more ways to solve a problem: meet my needs
- ✓ Give me work on the iPad so I can refer back to help find answers where appropriate (striving for 7)
- ✓ When a teacher actually teaches us instead of handing us a booklet and saying just do it.
- ✓ Give questions to the whole class and set a time limit targets and then we go over it together to see if we got it right.
- ✓ Help us to memorise things.

### RECALL/RETRIEVAL/REVISION: How can teachers help you to revisit and remember information?

- ✓ Interactive learning.
- ✓ Link it to something else we have already learnt. Go back to the tests done in the past and review what we have done well.
- ✓ Allow us to work with others.
- ✓ Use starter questions at the start of the lesson that are about previous learning.
- ✓ Recap lesson instead of going 3 months without revising something.
- ✓ Provide revision regularly; little and often.
- ✓ Revision lessons based on learning from previous years (the gap becomes too big if you go years without revision.)

### CONNECTING THE LEARNING: How can teachers help you to link new learning to what you already know?

- ✓ Use real life examples and simplify things.
- ✓ Have open conversations with the class; almost an informal discussion.
- ✓ Provide more active learning and real-life examples.
- ✓ Use show me boards at the end – through games to link learning.
- ✓ Do it in a fun, engaging and memorable way so it makes people want to do it.



## LEARNING INTENTIONS AND SUCCESS CRITERIA

### What makes a good learning intention?

- ✓ *To know see and be aware of the learning intention each lesson.*
- ✓ *Display Learning Intentions from the start of the lesson.*
- ✓ *When the teacher refers back to the learning intentions in the plenary to see if we have been successful.*
- ✓ *Learning intentions being accessible and achievable for young people. (Pupil Speak)*

### How should teachers share success criteria?

- ✓ *Help us understand our success criteria.*
- ✓ *Personalised and differentiated success criteria, where appropriate.*
- ✓ *There should be a checklist for the success criteria where appropriate.*
- ✓ *Using a range of Formative Assessment Strategies to access success*
- ✓ *Keep it accessible/ visible for the full lesson.*
- ✓ *Revisit success criteria at end of term*

# DIFFERENTIATION

## PUPILS LEADING LEARNING: How can the teacher help you to be a leader of learning?

- ✓ Give us more choice about how to share our learning e.g. homework, write it down, use iPads.
- ✓ Give me responsibilities.
- ✓ Have other people hear my voice too (in the class)
- ✓ If I finish my work give me an extension task – challenge me!
- ✓ Where appropriate, let us focus on the areas that we need to focus on the most rather than making the whole class do the same thing: having choice to meet needs
- ✓ Revising in our own way.

### What helps you to feel included in the lesson?

- ✓ Use my name.
- ✓ Welcome us at the door.
- ✓ Teachers understanding pupils' personal situation/ needs rather than generalising the whole class.

### How can the teacher best meet your learning needs?

- ✓ Teachers should ensure a knowledge of ASN and Pupil Plans.
- ✓ By listening to our suggestions and by giving us feedback.
- ✓ Being honest with us about how to improve.
- ✓ Give me realistic time scales for work.
- ✓ Make the lesson make sense to me (accessible)
- ✓ Ensure I can access a written copy of lesson information on teams - not just saying it. (striving for 7)
- ✓ Explain homework/lessons best way possible. Talk through the task beforehand. Share a clear time scale for Home Learning.
- ✓ Let you move if you can't see the board (at the back)/ Farley)

# DIGITAL LEARNING

Digital Learning and Teaching at Knightswood Secondary School is characterised and based upon our Striving for Seven structure below:

Striving for Seven Step	School Aim
1. How to set up a Microsoft Team	All classes and groups will have a Microsoft team set up for all subjects.
2. Creating a <a href="#">post/announcements</a>	Regular announcements will be made in the posts section.
3. Setting a meeting/lesson	Required in times of online learning e.g. self isolation of a class or teacher. Required for setting staff meetings or CLPL sessions.
4. Adding resources to Files/Chat on Teams	Regular resources will be shared to allow pupils to access materials before lessons where possible.
5. Using iPads in lessons	OneNote will be used as a digital jotter/work book. A range of different apps and tools will be used across subjects across the school.
6. Support for pupils	iPad accessibility features are known and utilised to support all learners who may benefit. <i>Will be covered in the 1<sup>st</sup> Pedagogy Pod</i>
7. Creating assignments	Homework/home learning tasks will be issued through the assignments function on Microsoft Teams/OneNote.

## How can we best use the iPads in the class to help learning?

- ✓ *Help us to develop skills using iPads*
- ✓ *Sometimes we should have opportunities to choose between paper and digital.*
- ✓ *Using them safely – not accepting emails/airdrops from people that we don't know.*
- ✓ *Using core apps (TEAMS, ONE NOTE, ONE DRIVE, EXCEL, OUTLOOK, MS POWERPOINT, SATCHEL ONE, BBC BITESIZE, QUIZLET, SKETCHBOOK) for learning and teaching and innovation e.g. Safari for research; Pages for posters and Book Creator for writing. Share PowerPoints for survey in the files section.*
- ✓ *Using apps to help to translate.*
- ✓ *All teachers should use them regularly.*
- ✓ *Follow Striving for 7*

# ASSESSMENT

<p><b>FEEDBACK: What does good/helpful feedback look like for you?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Learner conversations.</i></li> <li>✓ <i>Honest feedback, not sugar coated.</i></li> <li>✓ <i>Talking about how we can progress from that.</i></li> <li>✓ <i>Provide feedback often.</i></li> <li>✓ <i>Provide written feedback on assignments/tests, not just a mark.</i></li> <li>✓ <i>Teachers providing verbal feedback.</i></li> <li>✓ <i>Giving me exact details about my work. Like being told well done for my efforts too.</i></li> <li>✓ <i>Instead of saying what to do differently explain how to do it differently as well. Have another solution to help me get there.</i></li> </ul>	<p><b>LEARNING CONVERSATIONS: What makes a good learner conversation?</b></p> <ul style="list-style-type: none"> <li>✓ <i>I think learner conversations only work when teachers actually sit down with you, chat and go over next steps.</i></li> <li>✓ <i>The teacher is doing it with me - pointing out next steps, encouraging me to reach the next level. Give me more time to discuss my next steps so I understand.</i></li> <li>✓ <i>Reassure me during it.</i></li> <li>✓ <i>Discuss next steps for improvement</i></li> <li>✓ <i>Personalise their report/feedback.</i></li> </ul>
<p><b>DEMONSTRATING UNDERSTANDING: ASSESSMENT/INTERVENTIONS</b></p>	
<p><b>What information and support do you need from teachers before an assessment?</b></p> <ul style="list-style-type: none"> <li>✓ <i>If we know how the questions will be worded/ structured, we can prepare better.</i></li> <li>✓ <i>All assessment/ context information in clearly marked folders on Teams.</i></li> <li>✓ <i>A range of revision resources e.g. video links, revision websites, retrieval activities, practise questions, supported study.</i></li> <li>✓ <i>A quiz before the actual test: for revision.</i></li> <li>✓ <i>Provide reassurance: the topics in the test where appropriate; revision in the classroom; when the test will be; what to do at home and structure.</i></li> <li>✓ <i>Support assessment with appropriate AAA arrangements.</i></li> </ul>	<p><b>What information and support do you need from teacher after an assessment?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Clear written or verbal feedback, telling me how I can fix my mistakes</i></li> <li>✓ <i>If the whole class or the majority of the class are struggling with a certain topic, then revisit it to consolidate concepts.</i></li> <li>✓ <i>Go over the test where possible so we know how to do it next time. Let me know how I got on in the test. Give the test back instead of just telling me whether I have passed or failed.</i></li> <li>✓ <i>Tell me privately how I got on so I don't feel embarrassed – don't compare me to others.</i></li> <li>✓ <i>Give positive and effective feedback since negative feedback can be demoralising.</i></li> </ul>





# HOME LEARNING

TO BE DEVELOPED IN SESSION 22/23

## APPENDIX ONE – PLANNING TO MEET LEARNERS’ NEEDS

### SEBN/CARE EXPERIENCED

- Strict classroom routines and repeated instructions
- Careful consideration of groupings to get positive outcomes
- Positive relationships and praise
- Seating plan
- Give trigger warnings if topic may have an impact on their emotional state
- Firm and consistent manner
- Missed lessons posted on Teams
- Patience
- Safe space
- Time outside the classroom where necessary (as discussed and agreed with pupil before lesson)
- Respond to data about literacy/numeracy levels – ensure resources meet these needs/differentiate
- Modelling work – providing sentence starters
- Seek advice from Pastoral Care/SfL
- Plan for gaps in learning
- Refer to School Charter
- Word banks
- Communicate instructions in appropriate/different ways

### EAL

- Dictionary to support learning
- Use iPad translation app
- Check understanding of tasks
- Drawings and illustrations to support learning
- Set individual targets
- Chunk instructions and small tasks
- Extra time for tasks where needed/possible
- Paired support with another pupil
- One to one teacher support and in the lessons
- Pre prepared translated instructions on iPad
- Clear instructions
- Translated resources
- Subject specific vocabulary
- Language websites – Linguascope/Duolingo
- Access to QR code videos for demonstrations of practical tasks
- Encourage reading in English and doing so outwith school
- Seat next to Top 20% CEM pupils
- Seat pupils near the front
- Provide transcripts for any audio recordings
- Partial success criteria

### ATTENDANCE

- Sit beside supportive peers
- Check pupils can access the work
- Plan work which will lead to success – build confidence and encourage better attendance
- Classwork uploaded to Teams
- A range of ways to complete tasks
- Bank internal qualifications where possible
- Adapt whole class lessons/tasks where possible to spend more time with pupil
- Pass on information about assessments
- Advance notice of activities in lessons
- Alternative qualifications
- Liaise with PTPC for insight into attendance issues
- Combined approach with DHT/ PC and parents to try and reengage
- Personalised / part-time timetable

### SEBN/ADHD

- Rewards in line with School Charter
- Relationship – connection before correction (common likes)
- Seat next to supportive peer
- Welcome at the door – early check in
- Fidget toys – where appropriate
- Reward chart – private from others
- Gaps in learning identified and supportive
- One to one support where possible
- Differentiated notes
- Clear instructions
- Catch up work opportunities on Teams – work ready if they have been absent
- Class buddy
- Chunk lessons to maintain attention
- Clear classroom routines
- Opportunities for leadership in the classroom
- FARE to work in conjunction with teachers



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