

# **Kingsbrook School**

*'A unique service for unique young people'*

## **Teaching and Learning Procedure**

---

**Kingsbrook School**  
Southburgh  
Thetford  
Norfolk  
IP25 7TJ

**31<sup>st</sup> August 2025**

**Review: 30<sup>th</sup> August 2026**

## **TEACHING AND LEARNING**

### **1. Introduction**

This procedure is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

### **2. Definition of Learning**

At Kingsbrook School, we define learning as:

- the process of building new concepts, knowledge, skills and attributes through a variety of experiences;
- the refinement of existing concepts, knowledge, skills, attributes and behaviours through thought, experience and shared communications;
- the development of personal characteristics;
- making sense of the world around us and discovering where we fit into it;
- a continuous, lifelong process of personal development.
- fun and imaginative

### **3. Principles of effective learning**

We believe that students learn best when:

- they feel happy, comfortable and safe; (4.1)
- their confidence and self-esteem are high and they enjoy positive trusting relationships with adults and peers; (4.2)
- they are challenged, encouraged and supported by peers and adults, including family/care; (4.3)
- the learning environment is stimulating and properly resourced; (4.4)
- teaching is authoritative, purposeful, positive, well-paced, varied and stimulating; (4.5)
- they are actively engaged in the learning process; (4.6)
- our teaching takes account of their individual needs and interests; (4.7)

### **4. Strategies used to promote effective learning**

4.1 To help students to feel happy, comfortable and safe, we will:

- smile at them, greet them, warm and welcoming;
- make time to listen to what they have to say;
- treat them fairly and consistently;
- rigorously implement equal opportunity, anti-bullying and race equality policies;

- ensure that the school and classrooms are visually attractive and welcoming;
- ensure that they feel 'ownership' through personal spaces, name tags, classroom displays etc;
- provide opportunities for physical movement in learning activities;
- provide opportunities for relaxation/energising in and between activities;
- pastoral support room when unhappy or agitated.

#### 4.2

To help build student's confidence and self-esteem and to enable them to develop positive, trusting relationships with adults and peers, we will:

- give them opportunities to take part in annual reviews, class assemblies, school council etc.
- make use of learning/talking partners, peer assessment and collaborative working;
- use a range of reward systems, praise achievement;
- display their work and help them to display their own work attractively;
- look for opportunities to catch them doing well and to celebrate it;
- ensure that they experience success and praise every day;
- give constructive feedback verbally and in writing;
- positive language and encourage them to do the same;
- acknowledge and celebrate their special days, including birthdays where appropriate;
- teach them to value themselves so that they can value others;
- celebrate variety in culture, religion and language;
- show respect for them and their contributions.

#### 4.3

To ensure that student are challenged, encouraged and supported by peers and adults, including family, we will:

- inform parents/carers about the curriculum they will experience next;
- communicate regularly with parents about their progress;
- involve them in self-assessment (AFL) and the identification of appropriate new targets;
- involve them in collaborative working;
- involve them in peer assessment;
- use target setting information and other assessment procedures to track their progress and identify their learning needs;
- enable them to share achievements through displays, class assemblies etc.
- provide a range of extra-curricular activities;

#### 4.4

To provide a stimulating and properly resourced learning environment, we will;

- ensure the interior and exterior of the building are clean, appropriately decorated and well maintained;
- ensure that classrooms are tidy and free of clutter;
- ensure that student and adults have access to water as needed;
- have appropriate resources according to the varying needs of the student;
- ensure that resources are accessible to student;
- vary the learning environment, using outdoor spaces and out-of-school visits;
- set out informative, interactive and celebratory displays.
- Visual, stimulating and accessible targets/individual timetables.

#### 4.5

To ensure teaching is authoritative, purposeful, positive, well-paced, varied and stimulating, we will;

- provide teachers and teaching assistants with line management support and a planned programme of continuous professional development;
- take steps to ensure the personal well-being of members of staff;
- provide a curriculum that covers, and goes beyond, the statutory requirements;
- plan lessons that are adapted to meet the needs of individual student;
- plan and deliver lessons and units of work that incorporate the principles of the Framework for Effective Teaching and Learning (Section 3);
- monitor the effectiveness of our teaching through line management and subject management arrangements, including lesson observations, work scrutiny and scrutiny of teachers' planning and assessment records
- give student clear targets and time limits.

#### 4.6

To ensure students are actively engaged in the learning process, we will;

- Identify individual needs of the students and tailor learning around these;
- Provide stimulating and fun lessons to engage the students;
- Use a different delivery methods to ensure variety in students learning;
- Use assessment as a key tool to actively engage students in the learning process and be able to set new targets for their subject areas.

#### 4.7

To enable our teaching to take account of our student's individual needs and interests, we will;

- implement a range of target setting, assessment and tracking procedures appropriate to their needs and age;
- involve them in self-assessment and target setting;
- talk to them about their interests and incorporate those interests in our teaching;

- fully implement the SEN and G&T policies and action plans.
- use different teaching delivery methods
- use personalised programmes according the individual need of the student
- develop a broad curriculum to explore each individual students potential

### **Kingsbrook School's Pedagogy**

Kingsbrook School strives to have effective pedagogical approaches to provide a strong foundation for learning. Kingsbrook School uses various approaches which aim to support students through their learning journey so they can achieve their full potential.

Our approaches help students realise their potential which will improve upon their self-esteem, self-confidence and will contribute towards them becoming resilient learners now and in the future. As a student's self-esteem and self-confidence increases, their motivation increases too, and they are likely to engage in more learning opportunities at an increased level of difficulty.

Our pedagogy aims to develop within our students critical thinking and to ensure they have gained a deeper level of understanding of what they have learnt with the understanding that students learn from experience and reflection.

It is essential when planning lessons, our teachers consider their strategies to ensure their students have the best possible learning experience. The teachers will allow students to explore subject matter to include having the opportunity to demonstrate their own learning. We believe that learning is a collaborative process between the teacher and student and a journey of self-discovery.

The type of strategy used will be dependent upon the subject being taught, the ability of the learner and the stage they are at in the learning process. The strategies used with given examples to deliver our curriculum are as follows:

**Knowing our students:** Understanding student's learning needs, understanding what motivates them, knowing their barriers to learning and knowing what interests them, enables a personalised learning approach.

**Diagnostic, Summative and Formative Assessment:** A collection of information as evidence for use in making judgements about a student's learning. Assessments can be Diagnostic, Formative and Summative.

Diagnostic: planning and using assessment for learning. (What do students need to learn)

Formative: Planning and using assessment as learning. (What are my students learning)

Summative: Planning for assessment of learning. (What have my students learnt)

**Teach the Vocabulary:** All lessons will have specific vocabulary linked to the subject area. The vocabulary needs to be used by the teacher and can also be on display for the students to see. Students need to know the vocabulary to ensure they can formulate their thoughts and sentences and verbalise these with confidence. A good strategy is to have subject word banks on display and encourage students to use words from the 'bank' when answering questions.

**Explicit Instruction:** (also known as Direct Instruction). A 'teacher-led' often referred to as a didactic approach to teaching. The focus is on frequent questions and guided practice. Explicit instruction is by the use of an 'example problem pair'. This means you would demonstrate a worked example from start to finish (in silence) alongside a problem that the student will then attempt.

**Effective Questioning Techniques:** There are closed questions, yes, no, factual answers that are either 'right or wrong'. Open ended questions can be more challenging as they require critical thinking of the student and this is a skill we want to develop. Questions to develop critical thinking:

- Are you sure?
- How do you know?
- Is there another way?
- How do you know that answer is right?
- Can you tell me how else you could work it out? What do you need to do first to answer this question?

These questions help students and help us to understand they not only know the answer but know **HOW** they got to the answer.

**Deliberate Practice:** The act of breaking learning down into sub-skills, each of which is deliberately practiced in turn. Sub-skills = **Isolate, Develop, Assess, Final Performance, Retrieve.**

**Sub-Skill Explanations:**

**Isolate:** Identify each specific sub skill involved in long multiplication.

**Develop:** Practice each of the skills one by one.

**Assess:** Assess the student's skill at each stage before moving on.

**Final Performance:** Ask your student to put all the skills/steps together to complete a long multiplication sum.

**Retrieve:** Return to completing long multiplication sums after a period of days, weeks, and months to check student has retained the skill.

**Differentiation:** Planning and delivery of lessons that are adapted to meet the learning needs and existing knowledge of your students. Use formative assessments to gauge your student's existing knowledge, change your questioning technique based upon the language development of your student and their auditory processing speed, plan to your student's preferred learning style, adapt written text to the reading ability of your student.

**Reinforcing Effort/Providing Recognition:** Helping students to make the link between their efforts as well as their outcomes and receiving positive recognition. This reinforces effort even if the task is challenging and not necessarily achieved so students will keep trying! This also helps students to build upon their self-esteem and self-confidence as learner and facilitates a positive sense of self-worth.

**Metacognition:** In short, thinking about thinking! Other strategies can be deployed in this process such as questioning to encourage critical thinking and facilitates students being able to justify their solutions/answers and their thought process behind how they came to the answer/solution. It is a means to teach students to plan, monitor and self-evaluate their learning.

**Personalised Learning:** Plan and deliver lessons that are targeted to your students' interests. They are more likely to engage and therefore learn. This can be lessons as a whole and even questions.

**Collaborative Learning (Cooperative Learning):** Group learning opportunities that is most effective if groups can be 'in competition' with each other. Care must be given such as in our environment where we are very small classes, therefore, 'pairing' is more likely to happen. Choose your pairs carefully so as not to make one pair always 'win' or the paired students as a dynamic do not work. Also be careful to not allow the 'winning' to become more of the focus than the learning!

**Explicitly Teach Thinking Skills and Problem-Solving Techniques:** This is closely related to metacognition and the development of critical thinking. Problem solving techniques only occur once a student has a secure knowledge of what they have learnt, and they have the opportunity to practice this. (Refer to the steps of **Deliberate Practice**). Without these students may only attribute importance to the **surface features** of a problem, in short, they can tell you the correct answer, but they are unable to justify the 'how and why' they came to the answer. By the explicit teaching of thinking skills enables students to recognise and focus upon the 'deep structure' of a problem and therefore apply their knowledge more effectively.

**Modelling and Scaffolding:** Think '**I, We, You**'. The teacher models the task/problem, this is then approached together with a view to 'gradually' withdrawing the support (based upon your student's grasp of the task/problem) with phased steps of independence in completing the task. When you are confident the student can complete the task/problem, remove your scaffolding, and let your student complete the task/problem independently.

## 6. Quality Assurance

Kingsbrook School implements a robust quality assurance process to ensure that we can offer the highest standards of education to our students.

To ensure the quality of the education offered on site is of the highest possible standard, a schedule of monitoring of teaching and learning takes place termly in the form of workbook scrutiny, lesson observation, learning walks and then to conclude a teacher on a page that draws the other means of monitoring together. This process allows all staff to be aware of the areas of strength and areas for development with highlighted and targeted actions that will be reviewed in the subsequent cycle of monitoring of teaching and learning. CPD will be implemented to support development.

Kingsbrook School is however aware that a few learners access educational opportunities outside of Kingsbrook School as part of their curriculum package. The school works collaboratively with these providers ensuring that the high expectations it holds are met by each of the providers. This process involves the following areas:

- Use of the latest OFSTED report for each provider – Kingsbrook schools aims to only use educational providers that are judged as ‘Good’ or better;
- The Careers Lead will visit each establishment to discuss the quality of teaching and learning with the staff and leadership;
- Access to relevant Teaching and Learning policies (where available);
- Where possible and agreed, observations to take place of education involving Kingsbrook learners;
- Kingsbrook staff to feedback any concerns to the senior leadership team
- Clearly set and defined learning targets for individual learners;
- Regular reports from each provider in relation to the expected outcomes for each learner and their progress against this;

### **Intent:**

In line with the new Ofsted framework the way we make judgements regarding Teaching and Learning will be amended to reflect this new process. Through the new framework it is clear to see that any judgements made will not be based solely on a single observation. It is apparent that any judgements made will now be achieved through a range of avenues that will combine to provide an in-depth overview of the standard of teaching and learning within the school and within individual classrooms/subject areas.

To ensure that, as a school we can provide the best possible standards of teaching and learning we have a robust schedule of monitoring to include termly lesson observations, workbook scrutiny, learning walks and lesson reflection forms to ensure all teaching staff are reflective practitioners. Any areas for development identified will be noted and an action plan to support the member of staff will be implemented. At the end of each term, the tools used to monitor the quality of teaching and learning are drawn together in one document called Teacher on a Page. This collated information provides an overview of areas for development, highlights positives and will provide an overall grading of Inadequate, Requires Improvement, Good or Outstanding.

## **Implementation**

### **Lesson observations and classroom management:**

In line with the new Ofsted framework, class teachers will be required to provide electronic links to the planning for that week and previous planning (including feedback/forward) and the MTP/S.O.W that is currently being delivered. Throughout the year lesson observations will be conducted by the Head of School, Governors and the Aspris Quality Assurance Team.

### **Work/Book scrutiny:**

As part of this process a sample of books and/or work will be provided upon request. The scrutiny will moderate the quality of work completed, the progression, the marking and feedback provided to the students (in line with Kingsbrook School's Marking Policy).

### **Progress:**

The progress of all students will be logged and reviewed through our current student targeting and tracking procedures. Progress across Key Stages will also be viewed. Progress will be viewed in relation to their peers at Kingsbrook School and National data available. Progress will be based on relevant starting points for each student (start of year/start of placement) and in line with national expectations, contextualised as required.

### **Attainment:**

Using the prior attainment data, and current and predicted attainment levels, the attainment of students will be monitored. This will include attainment in relation to their peers based at Kingsbrook School. Attainment will be based and judged on individual starting points.

### **Student/staff discussions:**

Within the teaching and learning framework in line with Ofsted practice, discussions will take place with students. This process is designed to provide an in-depth and realistic overview of the teaching and learning in place at Kingsbrook School. The final element of this process will

be to work with staff and discuss, at length, the findings. Identified areas of development will be addressed via a supportive process to include additional CPD a staff member may require.

**Impact:**

Using the methods of monitoring Teaching and Learning will allow the school to make judgements on the impact and effectiveness of Teaching and Learning. It will provide a clear image of areas of strength and those areas that we recognise may need development in the future.

A regular and in-depth appraisal of individual practice at Kingsbrook School will enable the school to support an agreed programme for directed and individualised CPD plans for all staff and where appropriate form part of their CPD goals.

The above will enhance our quality of teaching and learning, will improve progress and attainment levels for all students and will provide them with the required life skills and qualifications needed to access education and employment after leaving school.