Kingsbrook School

Whole School Pedagogy Procedure

Kingsbrook School

Southburgh
Thetford
Norfolk IP25 7TJ

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Curriculum:

Kingsbrook School's curriculum is all the planned learning that we offer as a school. Our curriculum Intent is what we want our students to learn.

Kingsbrook School's Curriculum Implementation is how we deliver our Curriculum Intent, and the Curriculum Impact is the measure of what our students have learned and/or the skills they have developed, and this is measured via various means of assessment. Impact can be measured short term such as the acquisition of a new method in maths, but it can also be long term such as learning a new skill to shop for food items within a budget, where the Impact may not be evident until practiced multiple times and 'Mastered' later in life.

Pedagogy is the method, and practice of teaching. It encompasses teaching approaches, teaching theory, feedback and assessment. The pedagogy of teaching refers to the way teachers deliver the content of the curriculum to students (Implementation) and assess what they have learnt. (Impact)

Deploying effective pedagogical strategies for teaching are key to a successful classroom environment that positively impacts upon student outcomes, improves student engagement and overall academic achievement. The pedagogical approaches a teacher uses shapes a student's learning which is essential for students' engagement, understanding and retention, development of critical thinking and problem-solving skills.

Kingsbrook School utilises a blend of teacher guided and student-centred learning. Within the learning environment this will take the form of group work but also smaller group and individual teaching. The teacher will deploy strategies such as modelling, questioning and a mixture of individual, pair and whole class instruction. Lessons are planned with an 'I Do', We Do' and 'You Do' model approach. (Please refer to Kingsbrook School's Lesson Sequence Flowchart). This is also reflective of Rosenhine's ten principles of instruction. These include:

1. Begin the lesson with a review of previous learning.
2. Present new material in small steps.
3. Ask a large number of questions (to all students)
4. Provide models and worked examples.
5. Practice using the new material.
6. Check for understanding frequently and correct errors/misconceptions.
7. Obtain a high success rate.
8. Provide scaffolds for different tasks.
9. Independent practice.
10. Monthly and weekly reviews.

Kingsbrook School recognises students learn through experiences and reflection. This places the student at the very centre of their learning. Within the learning environment, particularly with Kingsbrook School's outdoor learning opportunities this takes the form of individualised learning at a pace the student will work at. Learning outcomes are more 'hidden' (this is particularly so for Forest School and Horticulture). There will be less 'teacher talk' with an emphasis upon outdoor learning and experiences.

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 we use with given examples, a rationale as to why the strategy is used and how the strategy is implemented when delivering our curriculum are as follows:

Strategy	Rationale/Example of how the strategy is implemented
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 using and '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 gage 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.

The whole school pedagogical approach to teaching and learning where strategies are selected based upon the subject matter, learning environment and most importantly are student centred, contributes towards their enjoyment and therefore engagement in learning. This leads to opportunities for success and forms the foundation blocks for students to become confident and resilient life-long learners.