

KING EDWARD VII SCHOOL



Teaching and Learning Policy

Date: September 2025

Approved: GB

Leadership Team Responsibility: MH

Introduction

This policy aims to reflect our School Vision: championing an inclusive culture of integrity, curiosity and resilience that empowers students to achieve success, maintaining high expectations and ambitious aspiration for all – preserving and building upon the unique historical legacy of the School.

Core purpose: to provide the best quality education for all students so they can succeed and achieve life long success.

The policy was developed to provide all staff, teaching and support, with a clear framework and reference point that will ensure we all have a shared understanding of the following:

- Key policy documents
- Key features of effective teaching
- Assessment for Learning
- Quality assurance processes
- Continuous professional development in relation to teaching and learning

All of these areas, in addition to the others covered in this policy, underpin the School's drive to maintain high quality teaching, learning and assessment for children and young people from Y7 to Y13.

Aims of the policy

- To make a significant contribution towards meeting the individual, personalised needs of all students so that they can achieve their potential in terms of their physical, social, emotional, spiritual, intellectual, cultural and moral development.
- To ensure that all students are provided with high quality learning experiences which lead to a consistently high level of student achievement.
- To provide all staff, teaching and support, with clear guidance about the School's principles and practice in relation to teaching and learning.

Key documents that staff should read in conjunction with this policy:

- Annual School Improvement Plan 2025-26
- Strategic Development Plan 2021-2026
- Special Educational Needs Policy 2025-26
- Marking, Assessment and Feedback Policy (Whole School) 2025-26
- Continuous Professional Development Policy 2025-26

School priorities that relate to teaching, learning and quality assurance are:

The School priorities, under Section 3 (Curriculum) in the Strategic Development Plan 2021-2026 are:

Guiding principles

King Edward VII School will excel in all aspects of the curriculum and at all stages through the School.

The curriculum will be informed by contemporary research and, where approach, subject-specific research and expertise from wider subject communities and networks.

We recognise that the curriculum is dynamic and ever-changing; the curriculum is never complete as we are constantly reflecting on how it can be improved (Mary Myatt, 2021). In this context, our curriculum will:

- Be knowledge-rich and ambitious for all students in our learning community, regardless of their background
- Be accessible for all students and delivered through the principles of adaptive teaching based on the KES Structured Autonomy lesson model
- Provide a strong, coherent academic core for all for as long as possible
- Develop students as increasingly independent practitioners in each subject discipline, with a fluency in understanding its key concepts
- Reflect the highly diverse nature of the school and the locality in which it operates
- Serve as the progression model for each discipline, with learning being carefully sequenced to facilitate progress in both substantive and disciplinary knowledge
- Be forward-looking and responsive to changes in society and educational research
- Make full, relevant and imaginative use of new technologies, including generative AI
- Develop the skills and dispositions that will allow success in adult life
- Never be complete, with a strong focus on critical and ongoing evaluation

As a School with Post-16 provision our Sixth Form curriculum will in addition:

- Support the comprehensive character of the School
- Provide sufficient breadth for genuine personal choice
- Ensure strong progression routes to Higher Education, employment or training
- Equip our students with the independent study skills and understanding necessary for life-long learning
- Promote a culture of high-quality learning and the education of the whole person

Strategic Direction

- Retain a relentless focus on the quality of teaching, learning, assessment and outcomes for students by challenging and supporting staff, and provide interventions to secure student progress
- Provide a forum (e.g. Teaching and Learning Group and Quality Assurance processes) within School to promote deep thinking and practice in pedagogical knowledge and subject pedagogical knowledge
- Continue to review the curriculum across all key stages to ensure that it provides a challenging, academic and cultural core that facilitates social mobility
- Subject-specific pedagogy is kept up to date via CPD, self-study, research, subject forums and relevant subject networks

The impact of the Curriculum will be measured by:

- Excellent examination results for all students
- Excellent outcomes for all groups of students, including SEND and disadvantaged
- The Quality Assurance process focusing on the quality of curriculum provision
- Positive destinations data for all groups of students
- Departmental Monitoring led by Curriculum Leaders with a specific focus on key student groups, such as SEND and disadvantaged
- The Teaching and Learning Group and CPD programmes use of relevant and up to date research to provide clear direction on pedagogy
- Student voice activities, including conversations in the Quality Assurance process, demonstrate a growing understanding of culture and increasing independence

Key elements effective teaching and learning at King Edward VII School:

Teaching and Learning at King Edward VII School is based on the principle of ‘Structured Autonomy 2.0.’ All teachers will deliver a ‘KES’ lesson involving three elements:

- ‘K’ – ‘Know’ – Activating prior knowledge: lessons begin with knowledge retrieval and recall. Prior learning relevant to the lesson is consolidated.
- ‘E’ – ‘Evaluate’ – Effective Assessment for Learning strategies are frequently used throughout the lesson to inform whether to go ‘forwards’ and introduce new knowledge or go ‘backwards’ and address misconceptions.
- ‘S’ – ‘Stages of Practice’ – Metacognitive teaching strategies including worked examples, modelling and scaffolding are used to move students from guided to independent practice.

The ‘KES’ principles of Structured Autonomy are primarily based on:

- ‘Principles of Instruction’ (Rosenshine, 2012)
- ‘Metacognition Guidance Report (EEF, 2018)

Whilst every lesson will follow the ‘KES’ lesson structure and principles, teachers should exercise their professional autonomy to adapt lessons to their subject specialism, teaching style and lesson context. For example, knowledge retrieval activities at the start of each lesson should be varied and relevant to the learning objectives of the particular lesson. Assessment for Learning strategies could include, but are not limited to, cold calling, use of mini whiteboards or mini plenaries. As the teacher moves from guided to independent practice, teaching should be responsive to the needs of the students to ensure the right amount of support and challenge for each student (see Hattie’s ‘Goldilock’s Principle’, 2017).

See Appendix A for a summary poster of the ‘KES’ lesson based on Structured Autonomy.

The Teaching and Learning Group

- Every department will nominate one Teaching and Learning Lead who works with the whole-school Teaching and Learning Group
- The Teaching & Learning Group will be a vehicle for teachers to work collaboratively to evaluate their impact on student learning
- It will identify strategies, based on relevant research and evidence, which have a positive impact on student learning.
- In 2025-26 the T&L Group will focus on developing oracy as part of the three year disciplinary literacy CPD strategy (see CPD policy).

Quality Assurance of Teaching and Learning

A robust and rigorous quality assurance process will ensure the quality of teaching is continuously improving and, hence, the outcomes for learners will continuously improve.

Quality Assurance processes are necessary and essential aspects of monitoring and enhancing the quality of teaching and learning in the School. They are the key drivers for whole School improvement.

Quality Assurance processes are used to identify examples of best practice, in relation to teaching and learning, and shared with colleagues across the School.

See 'Evaluating and Evidencing the Quality of Education: A New Approach.'

Departmental Monitoring

In addition to Quality Assurance conducted by the Leadership Team, Curriculum Leaders will conduct departmental monitoring on a Middle Leadership level.

Each term, all Curriculum Leaders will monitor provision in their departments in line with a whole-school focus linked to the School Improvement Plan and findings from Quality Assurance processes.

Monitoring activities could include, but are not limited to: peer-to-peer lesson visits, student voice and work scrutiny (see appendix D for example of departmental monitoring guidance).

Lesson visits, planning documentation and guidance

Lesson visits are just one aspect of the Quality Assurance processes that exist in the School (see Quality Assurance policy). The evidence collected from lesson visits will enable us to: celebrate our strengths, identify and share best practices and identify areas for further development.

The School has a common:

- Standardised lesson plan for all staff to use, if they wish to do so
- Standardised lesson observation record document that is completed for each member of staff after each formal lesson observation, if required

Marking, Assessment and Feedback

- Refer to the School's Marking, Assessment and Feedback Policy
- Where there are variations to the School's Marking, Assessment and Feedback policy, each respective department will have a supporting policy in place.

Impact assessment

This Teaching and Learning Policy will be reviewed annually to assess the impact it has had on the quality of teaching and learning. It will next be reviewed in July 2026.

A KES lesson makes an ambitious curriculum accessible to all students through adaptive teaching

King Edward VII School Structured Autonomy 2.0



Know

Activate prior knowledge



- K1: Knowledge retrieval is stimulating and varied
- K2: Consolidate relevant prior knowledge
- K3: Recall different types of knowledge across the sequence of learning

Evaluate

Forwards or Backwards?



- E1: Relentlessly check for understanding
- E2: Pre-empt & address misconceptions
- E3: Use Cold-Calling routinely
- E4: Give sufficient thinking time

Stages of practice

Guided to independent practice



- S1: Small steps & chunking explanations
- S2: Add or remove scaffolding to maintain a high level of challenge for all
- S3: Modelling is metacognitive
- S4: Use probing questions to deepen knowledge

A KES lesson is underpinned by explicit teaching of disciplinary literacy

Appendix B: Taken From Evidencing the Quality of Education: A New Approach

QA Summary report

Subject:
With:
Date:
Commentary on the quality of education
<u>Leadership</u>
<u>Progress since the previous QA visit</u>
<u>Curriculum Intent</u>
<u>Curriculum Implementation ('KES' Structured Autonomy) & Key Student Groups</u>
<u>Curriculum Impact /Attainment and Progress</u>
Main areas of strength (summary):
<ul style="list-style-type: none">•••
Main areas for development (summary):
<ul style="list-style-type: none">•••
Support required:
Evidence Base:
<ul style="list-style-type: none">• Number of lessons visited KS3 KS4 KS5• Work scrutiny KS3 KS4 KS5• Student voice KS3 KS4 KS5

Appendix C

**King Edward II School Whole School Pedagogy: Structured Autonomy
Lesson Visit Prompt Sheet**

Department	
Date	
Context of lesson visits	
Staff conducting lesson visits	

Using evidence from lesson visits during the Quality Assurance cycle, Leadership Team members will use this lesson visit prompt sheet to consider how far the 'KES' principles of effective pedagogy are embedded in teaching across the department. Teachers are not expected to demonstrate every element of the 'KES' approach during a lesson visit. Instead, observers will consider teaching across multiple lesson visits in making pedagogical recommendations in the Quality Assurance summary report.

1 – KNOW: ACTIVATE PRIOR KNOWLEDGE		S/D/N
1.1	Teachers provide opportunities for students to recall and practise previously learned knowledge and skills at the beginning of the lesson	
1.1 - SUMMARY		
1.2	The prior knowledge activated is relevant to the Learning Objectives of the lesson	
1.2 - SUMMARY		
1.3	Teachers actively identify and address misconceptions from prior learning	
1.3 - SUMMARY		
2 – EVALUATE: FORWARDS OR BACKWARDS?		
2.1	Teachers ask a range of questions and seek responses from all students	
2.1 - SUMMARY		
2.2	Teachers frequently use Assessment for Learning strategies to check for the understanding of all students	
2.2 - SUMMARY		
2.3	Where misconceptions are identified, the teacher goes backwards and addresses these effectively with students before moving forwards	
2.3 - SUMMARY		
2.4	The teacher only moves forwards to the next phase of learning if they are confident that most students have the foundational knowledge and understanding to proceed	

2.4 - SUMMAR Y		
3 – STAGES OF PRACTICE		
3.1	New knowledge and skills are introduced in small steps to avoid cognitive load	
3.1 - SUMMAR Y		
3.2	Guided practice, involving scaffolding and worked examples, are used effectively to support students in accessing new knowledge and skills	
3.2- SUMMAR Y		
3.3	Modelling focuses on developing students thinking (metacognition) as well as task completion, for example through the teacher thinking aloud	
3.3 - SUMMAR Y		
3.4	Students are given opportunities to practise new knowledge and skills in independent tasks, whether during the lesson or in homework activities	
3.4- SUMMAR Y		
3.5	There is an appropriate level of challenge for all students as they move from guided to independent practice (Goldilock's Principle, Hattie)	
3.5 SUMMAR Y		
3.6	The teacher continues to check for understanding throughout the stages of practice and goes backwards to address misconceptions where appropriate	
3.6 SUMMAR Y		

Strengths:
Areas for Development:

<p>S - Strength - This aspect is completed to a high standard and embedded in practice (there may be some very minor points for development.) Curriculum Leaders are taking action to remedy minor shortfalls.</p>	<p>T – Target for Development - Areas for development required based on the evidence seen in lesson visits. Identified by Curriculum Leaders but not yet remedying/ CL’s have not identified or started to remedy weaknesses.</p>	<p>N/A - Unable to score this indicator as not observed during lesson visits in the time provided. Further discussion with the Curriculum Leader or further triangulation of evidence required. For example, work scrutiny or student voice.</p>
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Appendix D Example of Departmental Monitoring Guidance



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Half-Term 4 Departmental Monitoring: Pupil Premium

Context:

- Around 30% of students at KES are classified as Pupil Premium (PP)
- In 2023, Y11 PP students achieved a Progress 8 score of -0.29. Non-PP students had a P8 score of +0.23 (a gap of 0.42, or almost half a grade)
- The cohort with the largest proportion of PP students is the current Y11 (35%)
- MLO2 review data for the current Y11 has a PP gap of 0.27 (an improvement from last year, but still a significant gap)

Marc Rowland argues that 'Pupil Premium' is a problematic label. He encourages teachers to '**become experts in knowing your students and their needs, not their labels.**' The most effective way to narrow the gap is to have high expectations of all students and focus on consistent, quality-first teaching in every lesson, based on the KES model of Structured Autonomy. Using this model, teachers should identify barriers to learning and be responsive to individual needs.

Similarly, improving disciplinary literacy can have a transformational impact on students with below average reading ages, a large proportion of whom are also PP students. Subject-specific approaches to explicitly teaching vocabulary before and at the start of lessons is essential to ensure that all students can access a challenging curriculum.

When considering provision for PP students, each subject area should adapt evidence-based whole-school principles at department level. **Examples of practical classroom strategies were shared at the most recent Inclusion group meeting (January 2024).** Liaise with your department representative who attended this meeting and see the examples shared from the History department.

Half-term 3 Line Management meeting item: what classroom strategies do teachers in your department use to improve outcomes for PP students? How effective are they and how do you know?

Action prior to Line Management meeting: consider the PP resources shared at the most recent Inclusion group meeting. Reflects on your own department's provision for PP students and discuss this at your next department meeting. Adapt these strategies for your own subject (see history example).

Suggested monitoring activities:

- Department meeting discussion item
- SISRA data analysis

Further resources and research:

- KES Pupil Premium Roadmap (whole school)
- Pupil Premium bookmark for department discussion
- History Pupil Premium strategies (department-level example)

Appendix E Lesson Planning Proforma



King Edward VII School

Lesson Plan

Date:		Teacher:	
Period:		Year/Set:	
Lesson No:		No of Boys:	No of Girls:
SEN/EAL/G&T/PP/Disadvantaged:			

Remember to address the following at the planning stage:

Student Progress
 Engagement
 Differentiation
 AFL

Lesson Objectives:	Learning outcomes: All will... Most will... Some will....
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	Activity	Assessment
Starter (with effective impact on learning)		
Whole Class (evidence of student progress and learning)		
Development (evidence of challenge, motivation, student progress and learning)		
Differentiation/Personalisation (e.g. use of LSA, extension work, simplification of work)		
Plenary		
Homework		

Notes (e.g. key words, resources, continuity and progression) Key Words: Resources:
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