



Ark John Keats Academy

Secondary Teaching and Learning Policy

Date of last review:	September 2021	Review period:	Every year
Date of next review:	September 2022	Owner:	Katie Marshall
Type of policy:	Statutory	LGB or Board approval:	LGB

AJK Pillars

Our mission is to ensure our pupils lead a life of genuine choice and can drive their own destinies because they:

- Have a rigorous academic curriculum which is well taught
- Know that kindness, effort, aspiration and tenacity lead to success

1. High expectations

Every adult who works at AJK believes in the limitless potential of all children.

All adults at AJK believe that, with the right support, all children can do all things. They believe in the value of hard work and know that hard work opens possibilities for pupils. Knowing that every second counts for our pupils, teachers teach urgently, with no moment wasted. We know that our children deserve and can handle a rigorous academic curriculum, and that a curriculum rich with powerful knowledge will open doors for the future. Adults do not make excuses for children who struggle in tough subjects: we find a way to get them there. We want every pupil to be in a position of genuine choice when they leave school. To foster aspiration, we ensure our children benefit from a wide range of experiences. We ask: would this be good enough for our own children?

2. Excellent teaching

Subject specialists plan lessons which make pupils work hard and think deeply about the subject, fostering their curiosity and love of learning.

We know that what we teach and how we teach it is fundamental to pupil success. Our teachers know their subjects well and invest time in developing their curriculum knowledge. Our teachers are supported by high quality resources, and as a result their planning is focused on intellectual preparation. Because teachers have great subject knowledge and excellent resources, and because leaders remove extraneous demands on their time, they enjoy a work/life balance and deliver lessons with the confidence and energy of the well-rested. Teachers bring the curriculum to life: they make children think and work very hard in all lessons and inspire a joy and curiosity to learning more, and as a result they produce exceptional work and love learning.

3. Exemplary behaviour

The AJK community is one of politeness, gratitude and service, where pupils take responsibility for their choices and want to behave impeccably.

AJK is a polite and respectful community, because we believe that kindness is always the right choice. Gratitude and service to one another are embedded in the school community, so pupils are equipped to lead fulfilled and happy lives. Because our pupils are well inducted and frequently reminded of our expectations, in all lessons pupils are focused and participating. We teach pupils the value of responsibility because pupils who take responsibility drive their own destinies. Purpose not power is the aim of every interaction. Explicit teaching of our values ensures pupils develop strong habits. Pupils are proud to attend AJK and feel their voices are heard to make the school a better place. We believe that, with the right support, all children can meet our high expectations around behaviour.

4. Depth for breadth

An academic curriculum, rich in powerful knowledge, opens up opportunities for our children for the rest of their lives.

We believe all children have the right to be taught the powerful knowledge which will open up the world to them and open up the joy that comes from learning an academic curriculum. Powerful knowledge builds cultural capital, and a knowledge-based curriculum is the most efficient and effective way to enable our children to be knowledgeable, articulate, curious, and able to access the next stage of their development. All teachers understand that academic success is predicated on wide reading in all subjects, and so lessons include significant amounts of reading. Our curriculum builds pupil memory, because if nothing has been remembered nothing has been learnt. In all lessons pupils are tasked to work hard and practice applying key knowledge deliberately. As a result, our pupils achieve exceptional outcomes which open doors for the future.

5. Knowing every child

A culture of respect and kindness, combined with proactive work with families, leads to positive relationships which unlock learning capabilities.

All adults at AJK have genuine respect for all pupils, and this respect is reciprocated. There is mutual respect between school and home, and parents are partners in driving their children's futures with us. Teachers bring out the best in pupils, and harness their ideas and views to improve our school. Teachers respond to children with patience, tolerance and kindness, even in their most challenging moments. Every child has a supportive adult who they can turn to. Teachers foster relationships with pupils, families and external agencies which enable all children to excel and feel supported and safe at school.

6. Always learning

Our culture of continuous improvement is supported by a research-driven programme of development and a spirit of collaboration.

All teachers, operational and support staff and leaders are committed to continuous improvement, and they know that feedback is a gift that helps us get better at what we do. An evidence informed approach to what we do helps us identify the best bets for the classroom. All members of staff have the coaching and development they need to lead children to exceptional outcomes and learning experiences, as well as to develop within their roles and progress their careers. We prioritise collaboration within departments, between phases and with our network so our children have a great experience with us from age 3 to 18.

The AJK Way

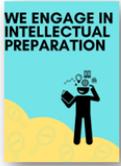


The following teaching fundamentals are key features of lessons at AJK. They underpin the work of our teachers in planning and delivering excellent lessons to our students every day.



We deliver a rigorously academic curriculum

- Powerful knowledge
- Coherently sequenced to support memory
- Prioritises reading



We engage in intellectual preparation

- Complete the exemplar
- Define the key knowledge and skills
- Anticipate challenge and misconceptions
- Plan and practise delivery



We know our children

- Annotated seating plan
- Monitoring pathway
- Stretch and scaffold built into every task



We create a purposeful and joyful classroom climate

- Routines maximise learning time
- Uphold our AJK behaviour expectations
- Pre-emptive strategies to manage behaviour
- Consistent use of the behaviour system – rewards and sanctions



We prepare expert expositions and models

- Explicitly and clearly teach key knowledge
- Chunk and sequence knowledge to support working memory
- Models exemplify the path to success



We plan opportunities for guided practice

- Dedicated time for students to grapple with new content
- High ratio tasks aligned to the objective
- Structured paired & class discussion



We privilege independent practice

- Design independent practice that embeds key knowledge over time
- Give sufficient time to independent practice



We assess and respond systematically

- Plan extended formative assessments and give whole class feedback
- Regular formative assessment tasks during lessons
- Script questions for specific content and students
- Intentional monitoring of independent practice