



## **Teaching and Learning Policy**

**Approved by:** Annette Moses

**Last reviewed on:** July 2025

**Next review due by:** July 2026

## **Rationale:**

As a school, **we owe it to our students** to support them to get the best possible outcomes at the end of their time here

The evidence points to fact that teachers have one of the biggest impacts on student outcomes and *'improving the effectiveness of teachers [will] have a major impact on the performance of... schools'* Sutton 2011

High quality teaching has a particularly strong impact on the outcomes of disadvantaged students. The EEF Pupil Premium guidance puts strategies designed to improve teaching at the very heart of its tiered approach for a reason.

Teaching and Learning is the key focus of all our work, and we seek through our teaching to enable all pupils to learn effectively. We want them to develop into independent learners who can fulfil their potential in a supportive, sensitive and well-disciplined environment and to nurture a lifelong love of learning in order to 'Create a Better Future' for themselves.

Our policy is summarised in the pillars of how we aim to achieve our school vision:

*'Teachers deliver expert lessons. They commit to improving their teaching skills and work collaboratively to achieve this, keeping abreast of current pedagogy and developments in their subject specialisms'*

## Vision for Learning:

Our entire Teaching and Learning Policy is underpinned by our 'Vision for Learning'. This has four pillars:

1. A Culture for Learning
2. Checking for Understanding
3. Challenging every student
4. Assessment and Feedback

Each pillar is broken down into a series of actionable statements.

Vision for Learning			
A Culture for learning	Checking for Understanding	Challenging every student	Assesment and Feedback
Having, and maintaining, high expectations of students. Planning for good behaviour through clear routines, slick transitions and embedding the 'non-negotiables' at the start of every lesson	Develop a range of questioning techniques that allow you to elicit responses from all members of the class	Develop a range of techniques to ask challenging questions and deepen thought. Students should be challenged by questions to think more deeply about the subject	Use assessment formatively in the course of the lesson to direct intervention, support and challenge
Ensure that students are not just given 'busy work'. All activities should be focussed on providing new information or developing and embedding previously taught knowledge and skills	Develop a range of strategies that allow you to quickly check the understanding of all students at key points in a lesson	To develop your use of any additional adults in the room to ensure students are supported to make progress	Selectively plan marking cycles to ensure feedback has impact and moves students learning forward
Develop positive relationships with classes that affirms good behaviour and reduces low level disruption	Develop a range of retrieval practice strategies that support the building of schema and reduce forgetting	Ensure that you have challenge for students that have achieved the outcome before others	Model what Excellence looks like in written work and oracy within your subject
Create a culture of student ambition, and challenge students in relation to effort		Anticipate where students may become stuck/have misconceptions and create scaffolds which enable students to tackle the work	Ensure assessments (both formative and summative) are carefully designed and fit for purpose. They should encourage students to explore their schema for relevant information and, in doing so, support learning directly
Develop a range of explanation and modelling techniques that ensure key ideas and thought processes are explicit and clear		Develop strategies that support students to move from guided work to independent practice	Develop high levels of resilience by creating space for students to make errors and reflect on them before teacher intervention

## **Implementation:**

### **Standard Lesson Routines**

#### **1. SMART learning objectives (LOs)**

- ✓ Know your: syllabus; exam board grade descriptors; students' targets
- ✓ LOs: what skills/concepts do you want them to acquire or improve? Ensure these are measurable ✓ NB: If plan isn't delivering your LOs, ditch it & improvise

#### **2. Starting the lesson (train students into these routines)**

- Meet & Greet. Enter, unpack, start 'Do Now'<sup>1</sup> (whilst teacher does register)
- Lesson aims succinctly explained at an appropriate point

#### **3. Check everyone's learning**

- For every learning 'chunk', check who 'gets it' before moving to next point
- Check learning: circulate, listen, look; use mini whiteboard; cold-calling
- If they don't 'get it', revisit and consolidate before moving on

#### **4. Avoid 'Dead Time'**

• Ensure activities move learning forward. Tell students time allowed for a task • Use time-efficient methods; make activity changes slick. No copying, unless essential for learning

- Who sits where; who answers which questions; who does which task

- Which tasks are 'quiet paired talk'; 'silent' (Be clear what you want. Enforce it)

#### **(directed by the teacher)**

- Homework (task, deadline) explained
- Desks cleared, litter in bin, chairs behind desks, then calm, prompt, orderly dismissal
- Follow up on any behaviour concerns

## **Presentation of written work**

#### **1. Why organised, legible work matters**

- Easier for: students to revise from their books; teachers to check work completion
- Helps give parents a 'window into the learning'

#### **2. The book (or folder) cover**

- Full name, subject, set/group, teacher name. No graffiti or other marks

#### **3. Distinguishing who's writing what**

- Students write in blue/black (diagrams/drawings in pencil unless instructed otherwise) • Teacher marks in red. Students respond to marking in green

#### **4. Identify each piece of work**

- Title, date, homework/classwork (HW/CW); underline, using ruler and pen/pencil
- Worksheets etc. labelled, dated and stuck in (not folded). Rough notes in back of book

#### **5. Spacing: train students to**

- Leave sufficient space after each piece of work, for the learning dialogue
- Avoid leaving unnecessary blank pages/spaces

#### **6. Corrections: train students to**

- Delete by putting a line through the word/s, rather than scribbling over it. No tippex

#### **7. Keep it organised, uncluttered**

- No graffiti. No loose papers. Train students to 'stick it in, or bin it'

## Marking students' work

### 1. Tell students the purpose before they start writing

- Revision notes? Exam practice? Quick notes for the teacher to check understanding?

### 1. Setting major pieces of work

- Core subjects: at least 2 per half term, other subjects at least 1. Identify in SOW
- Give then success criteria (e.g. GCSE mark scheme, assessment criteria) in advance • Train them to self-mark (maybe also peer-mark) before handing it in

### 2. General points about teacher marking

- Avoid over-marking, Be brief. Mark in red pen. Relate comments to success criteria

### 3. Marking major pieces of work

- Mark against success criteria (above). Identify key improvement areas
- Once a half term (twice for Core), ensure marking includes SPAG

### 4. Marking for SPAG and other issues (use the code below)

- Take a 'little and often' approach. Don't overdo such marking for weaker students.

Meaning		Teacher actions	Required student response
Sp	Spelling	Circle incorrect word/part-word. Put 'sp' next to word or in margin	Write correct spelling x3
Gr	Grammar	Circle error. 'gr' next to it or in margin	
C	Capitalise	Circle letter/s to capitalise. 'C' in margin	Go back and capitalise
P	Punctuation	Circle. 'P' where missing/incorrect.	More able: consider making them identify errors and omissions themselves
//	Paragraphs	Insert in appropriate point in text	
V	Vocabulary	Circle word/s to upgrade. 'V' next to word/s	Look up better word and write in book
?	Unclear	(Meaning/structure). Underline. '?' in margin	
H	Handwriting	'H' in margin where it is unclear	

### 5. 'Next Steps': asking them to make specific improvements in a piece of work

- Improvements in content: 'Give examples of...' 'Add quotations to' 'Illustrate...'
- Technical improvements: spelling corrections; other changes (see Code, above)

## 6. Ensure students act on the teacher's guidance

- When returning marked work, set a 'Do Now' where they act on your Next Steps

### Lesson Planning and Delivery

1. Ensure learning objectives (LOs) are: aligned to SOW; differentiated (student target range); measurable (so you can check learning); time-appropriate (1 hour's learning in a 1 hr lesson). Be clear what Tier 2-3 vocabulary you're introducing or reinforcing
2. Be clear for each activity: what students will **do**; what they'll **learn** by doing it; how you will **check** learning before moving to the next teaching point; how much **time** (roughly) will be allocated to the activity.

### Raising Achievement: 'Target-Setting and Target-Getting'

- **Individual KS3-4 student targets** are set at FFT 20, i.e. aiming for KS2-GCSE progress above the national average. (Those without KS2 data have CATS-derived targets). **6<sup>th</sup> Form targets** (A level and vocational courses), set using *Oxford Analytics*, also aim for above national average progress. Targets are only amended with explicit SLT approval. They are never lowered.
- Teachers begin each year with information on which of their students ended the previous year above, on, below, or well-below where they should be on their target flight path. **Progress-tracking** involves teachers making termly judgements on which Y7-10 students are above, on, below, or well-below target, with judgements based on standardised assessments (SAs) or exams (end of Y9 English, maths and science, and all subjects in Y10 summer term). Y11 have 4 tracking points (2 mocks, 2 SAs). Y12 have 5 tracking points, Y13 have 3.
- **Using tracking data.** After each tracking point, we revise the list of who is 'on/above, below/well-below' target. HODs conduct question level analysis (QLA) on the marked assessment task/exam, identifying strong and weak skills/topics for the cohort, each teaching group and every individual. They then adjust **SOW** to address the gaps/weaknesses. Courses with block-timetabled classes can make tactical changes in **teacher deployment** and **teaching group membership**. For Y11s below target, we run additional **out-of-lesson interventions**. The new approach will be explained in the first autumn training days. We also run **RAP** (raising achievement) meetings, as mini case-conferences to look at actions underway or required for underachievers
- **Reporting.** Parents are informed about achievement through written reports and parents 'evenings' (see Calendar). We have 1:1 meetings with parents where we need their help to get a student 'Learning-Ready' or 'on track' for targets

### Support, Monitoring and Review

- (a) Implementation is assured through TLAC sessions (whole school and departmental training) and supported through coaching and additional resources such as 'Walkthru's'
- (b) Monitoring takes place in a number of ways including through book monitoring, learning walks, lesson observation, student and staff voice, governor visits and performance and development reviews.
- (c) Policy implementation and impact is reviewed through discussions at Senior Leadership meetings using information arising from performance review, line manager reports, and by the Governors' Curriculum Committee.