Archbishop Temple
Church of England High School

Teaching & Learning Policy

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Name of Policy:	Teaching and Learning Policy
Sub-Committee Responsible:	Quality of Education
Lead Responsibility in School:	Senior Assistant Headteacher

Source of Policy: (Please tick)

- ☐ **LA:**
- ☐ **Diocesan:**
- ✓ **School:**
- ☐ **Other – Please specify:**

School Prayer

Heavenly Father,
Bless us with courageous faith in you.
Help us to nurture everyone's gifts and talents.
Inspire us in Christ like service of others.
May we know your love, share your life and radiate your light.
We pray this in the name of the Father, Son and Holy Spirit.
Amen

Our School Vision

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God-given gifts so that together we may shine God's light through Christ-like service.

Scripture

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16)

Motto

May we shine God's light through faith, nurture and service.

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I. Introduction

At Archbishop Temple, we believe that every pupil is entitled to an ambitious, inclusive and knowledge-rich education. Rooted in our Christian values, we seek to ensure that all pupils flourish academically, socially, emotionally and spiritually.

High-quality teaching is the most important school-based factor in improving outcomes. This policy sets out the principles, expectations and practices that underpin teaching and learning across the school. We believe that excellent teaching is a matter of social justice. Every pupil, regardless of background, starting point or need, deserves access to an ambitious education and the opportunity to succeed.

Our approach reflects current national expectations regarding curriculum, inclusion, adaptive teaching, belonging, attendance, achievement and personal development.

II. Intent

At Archbishop Temple we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do. Although we recognise that extensive learning takes place within the classroom, pupils and staff also understand that there are lots of opportunities for learning outside the classroom. We are dedicated to provide a learning experience that is challenging, ambitious and inclusive to enable our pupils to develop their intellectual talents and the confidence to believe that their personal best can be achieved. Adaptive teaching at our school means that teachers adjust their instruction to meet the diverse needs of our pupils, while maintaining high expectations for all. We do not differentiate by lowering expectations or providing different tasks; instead, we adapt instruction so all pupils can access the same high-quality content. We want our pupils to be curious and to develop a thirst for knowledge and to be resilient so they can understand that sometimes failure is an essential part of the learning process.

All teachers are also learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on pupils' skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all pupils to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for quality professional development.

By constantly implementing 'the graduated approach', we can ensure that every pupil can achieve excellence as a result of teaching that is responsive, evidence-informed and rooted in high aspiration.



III. Core Teaching and Learning principles

1. Every pupil can succeed.
2. High expectations apply to everyone.
3. Inclusion begins with excellent teaching.
4. The curriculum should be ambitious for all.
5. Strong relationships create the conditions for learning.
6. Explicit teaching supports learning.
7. Reading, writing, oracy and numeracy are everyone's responsibility.
8. Evidence-informed practice should underpin decision-making.

IV. Inclusion, equity and belonging

Every pupil should feel known, valued, safe and included.

Teachers will:

- Maintain ambitious expectations for all pupils.
- Remove barriers to learning without lowering expectations.
- Use adaptive teaching to support access.
- Promote participation, belonging and independence.
- Implement SEND strategies consistently.

Equity means giving pupils what they need to succeed while ensuring access to the same ambitious curriculum.

a) Supporting pupils with SEND

Teachers remain responsible for the progress, participation and achievement of all pupils, including those with SEND.

Teachers will understand EHCPs, pupil passports and individual needs, implement agreed strategies consistently and work collaboratively with the SEND team, teaching assistants and families to ensure pupils can access learning successfully.

Reasonable adjustments will be made where appropriate, whilst maintaining ambitious expectations and access to the same curriculum as their peers. Provision should promote independence wherever possible so that pupils develop confidence, resilience and self-regulation as learners.

The graduated approach (Assess, Plan, Do, Review) will underpin our provision and ensure that support is responsive, evidence-informed and regularly evaluated.

b) Disadvantaged pupils

All staff have a responsibility to improve outcomes for disadvantaged pupils.

Teachers will maintain high expectations, monitor participation and engagement, identify and address gaps in knowledge and provide timely support and intervention when required.

We recognise that disadvantage should never limit opportunity. Through excellent teaching, strong relationships and a culture of aspiration, we aim to ensure that disadvantaged pupils achieve highly and participate fully in all aspects of school life.

V. Curriculum

The curriculum is broad, balanced, ambitious and carefully sequenced.

Teachers will:
- Clearly identify essential knowledge.
- Build on prior learning.
- Revisit important concepts through retrieval practice.
- Make links across topics and subjects.
- Develop disciplinary literacy.

Pupils should know what they are learning, why they are learning it, how it connects to previous learning and what successful learning looks like.

VI. Teaching and learning principles

1. We create calm, purposeful and welcoming classrooms with high expectations. • We greet pupils positively at the door and establish calm routines. • Pupils follow the READY routine at the start of every lesson. • Learning begins immediately through a Do It Now activity. • We establish clear expectations and consistent routines. • Lessons start and finish punctually and in an orderly manner. • When a teacher is speaking, all pupils should be silent, facing the teacher and being attentive. • We use the behaviour for learning policy to address disruptive behaviour: "You are now on C…. because…". • We create a culture where pupils feel safe, valued and ready to learn. • We ensure classrooms are safe, stimulating and conducive to learning. • We promote belonging, dignity and respect.	**2. We teach an ambitious curriculum for all pupils.** • We maintain high expectations for every pupil. • All pupils access the same ambitious curriculum. • We do not lower expectations for pupils with SEND or disadvantage. • We build knowledge and skills progressively over time. • We build on pupils' prior knowledge, skills and understanding. • We help pupils understand what they are learning and why it matters. • We revisit and connect prior learning regularly.
3. We use common language and consistent routines. • Pupils follow the READY routine at the start of every lesson.	**4. We explain and model new learning explicitly**. • We break learning into small, manageable steps.

• Pupils follow TEMPLE in lessons. • We use "(instruction) in 3, 2, 1". • We insist on 100% compliance before moving on. • We use the same language for attention, participation and behaviour across the school. • We use common classroom routines to create consistency for pupils. • We ensure pupils know exactly what is expected of them.	• We use the I Do, We Do, You Do model. • We provide worked examples and live modelling. • We demonstrate expert subject knowledge and communicate it clearly. • We make expert thinking visible. • We show how to solve problems and think critically through step-by-step demonstrations. • We encourage pupils to think aloud and explain their reasoning. • We clearly communicate success criteria. • We gradually remove scaffolds to develop independence.
5. We check understanding and adapt teaching accordingly. • We use questioning to establish pupil knowledge and to identify misconceptions. • We use mini whiteboards and whole-class response systems to ensure that ALL pupils are engaged and showing us their understanding. • We use Think-Pair-Share and cold calling. • We adapt our teaching in response to pupil understanding. • We use assessment information to inform future teaching and intervention. • We evaluate the impact of our teaching and adjust our practice accordingly. • We ensure all pupils participate in learning. • We never assume learning has taken place simply because content has been taught.	**6. We use adaptive teaching to ensure every pupil succeeds**. • We use pupil passports and internal data so that we know our pupils well. • We use our knowledge of pupils to inform planning and teaching. • We remove barriers to learning while maintaining challenge. • We use scaffolding, modelling and guided practice. • We pre-teach vocabulary where appropriate. • We chunk instructions and support working memory. • We use targeted questioning and flexible support. • We work effectively with teaching assistants to maximise pupil progress and independence. • We promote independence and confidence.
7. We provide feedback that improves learning. • Feedback is timely, specific and actionable. • Feedback identifies strengths and next steps. • Pupils understand what they need to do to improve and make progress. • Pupils are given opportunities to	**8. We develop reading, writing, oracy and numeracy across the curriculum.** • We explicitly teach subject-specific vocabulary. • We explicitly teach and model Tier 2 and Tier 3 vocabulary. • We expose pupils to a range of quality texts that enhance our curriculum. • We develop disciplinary reading

respond and improve. • Feedback may be verbal, written or whole-class. • Self-assessment and peer assessment support reflection. • Feedback informs future teaching and learning.	strategies. • We model high-quality writing. • We provide structured opportunities for talk. • We insist on full-sentence responses and academic language. • We develop numeracy where appropriate.
9. We teach for long-term learning and retention. • We use retrieval activities to assess what pupils have remembered and identify gaps in learning. • We use retrieval practice regularly to strengthen memory and deepen understanding. • We embed spaced repetition to help pupils revisit and reinforce key knowledge over time. • We incorporate review opportunities to connect new content with prior learning.	**10. We foster curiosity, resilience and lifelong learning.** • We encourage pupils to think deeply and ask questions. • We encourage pupils to take risks and learn from mistakes. • We celebrate effort, improvement and achievement. • We teach pupils that struggle is part of learning. • We encourage pupils to take ownership of their learning. • We develop pupils' ability to work both independently and collaboratively. • We promote aspiration, hope and ambition.

High-quality teaching requires continual improvement. All teachers are learners and are expected to engage in professional development, reflect on their practice and collaborate with colleagues to improve outcomes for pupils.
The school will provide evidence-informed professional development, curriculum development opportunities and professional dialogue that supports continual improvement. Professional development should ultimately improve classroom practice and pupil outcomes.

VII. Attendance, engagement and behaviour for learning

Excellent attendance supports achievement, wellbeing and belonging.
The school will promote regular attendance, work proactively with families, identify barriers to attendance and provide support where needed.
All staff share responsibility for promoting attendance and engagement. Through high-quality teaching, positive relationships and an ambitious curriculum, we aim to ensure that pupils attend regularly, participate fully and feel connected to school life.
Positive behaviour creates the conditions for learning. Through consistent routines, common language, READY, TEMPLE and the behaviour for learning policy, pupils are supported to engage positively with learning and contribute to a calm, purposeful environment.

VIII. Monitoring, evaluation and quality assurance

Monitoring, evaluation and quality assurance are designed to support continual improvement rather than create unnecessary workload. The purpose of quality assurance is to ensure that teaching and learning remain consistently strong and that all pupils receive a high-quality educational experience.

- Staff will be observed as part of our drop-in system. Staff will receive constructive feedback on Steplab which will highlight particular areas of strength as well as any areas that may need development.
- Staff will also be observed as part of the departmental observations during a 'curriculum review'. Lessons are observed to establish the typical quality of teaching and learning across the department and to evaluate the implementation and impact of the curriculum.
- Informal learning walks by curriculum leaders and SLT will be conducted throughout the year to assess the standard of teaching and learning that is taking place within departments and across the school. Those learning walks are not a lesson observation as they focus on pupils' learning, engagement and experiences and contribute to the school's ongoing evaluation of teaching and learning.
- Pupil voice forms an important part of the quality assurance process. Gathering pupils' views helps leaders understand pupils' experiences of the curriculum, teaching, assessment, behaviour and wider school life. Pupil voice activities provide valuable insight into how effectively the curriculum is being implemented and how well pupils understand their learning and next steps.
- Work scrutiny will be used to evaluate the quality of pupils' work over time, the implementation of the curriculum and the impact of teaching. This process helps leaders understand how knowledge and skills are developing across subjects and whether pupils are producing work of an appropriate standard.
- Assessment information will be analysed regularly to identify strengths, areas for development and any gaps in achievement between groups of pupils. Assessment outcomes will be used to inform curriculum planning, intervention strategies and future teaching.
- Professional dialogue is central to our approach to quality assurance. Regular discussions between teachers, curriculum leaders and senior leaders support reflection, collaboration and continual improvement. These conversations help ensure that quality assurance is developmental, supportive and focused on improving outcomes for all pupils.

IX. Roles and responsibilities

Governors

- Monitor the effectiveness of the policy.
- Hold leaders accountable.
- Support the school's vision.

Senior leaders

- Promote consistent implementation.
- Monitor impact.
- Lead professional development.

Middle Leaders

- Lead teaching and learning within curriculum areas.
- Support colleagues.
- Monitor curriculum implementation.

Teachers

- Deliver high-quality teaching.
- Maintain high expectations.
- Promote inclusion.
- Engage in professional development.

X. Success criteria

This policy is successful when:

- Pupils feel safe, known and valued.
- Pupils attend regularly and participate fully.
- Lessons are calm, purposeful and inclusive.
- Teachers consistently implement the Teaching and Learning Principles.
- Pupils achieve highly across the curriculum.
- Every pupil is able to flourish.