



Teaching & Learning Policy 2026

Policy Leader	Mr R Day
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Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Teaching and Learning at Christ the King

1. Purpose and Aims

The purpose of this policy is to articulate Christ the King's shared vision for high-quality teaching and learning. It sets out clear expectations to ensure consistency, excellence and equity in classroom practice, so that all students make strong progress regardless of prior attainment, background or need.

Aims

This policy aims to:

- Ensure all students experience consistently high-quality teaching.
- Secure strong progress and achievement for all learners.
- Promote purposeful, inclusive and disruption-free learning environments.
- Embed a shared language and approach to teaching and learning across the school.
- Support staff to continually refine and improve their practice.

2. Our Teaching and Learning Rationale

At Christ the King, we believe that learning happens most effectively when teaching is explicit, structured and inclusive. Our approach is rooted in evidence-informed practice, particularly Rosenshine's Principles of Instruction, and underpinned by our Catholic values of dignity, ambition and service.

We believe that:

- All students can learn and succeed with the right support and high expectations.
- Knowledge-rich curricula enable students to think deeply and apply learning confidently.
- Clear routines and consistency reduce cognitive load and maximise learning time.
- Feedback and assessment should directly inform teaching and support improvement.

3. The CtK Lesson Model

All lessons at Christ the King follow the **CtK Lesson Model**, which is explicitly rooted in Rosenshine's Principles of Effective Instruction and designed to maximise learning, retention and independence. This shared structure ensures consistency, clarity and high expectations across the school, allowing students to focus their cognitive effort on learning rather than routines. The CtK Lesson Model is non-negotiable and must be evident in all lessons:

3.1 Do Now – Daily Review and Retrieval Practice

Every lesson begins with a short, focused **Do Now** activity. This is a self-marked retrieval task that revisits previously taught knowledge and skills.

Effective Do Nows:

- Strengthen long-term memory and support fluent recall of key knowledge ("fingertip knowledge").
- Are bespoke to the class and informed by prior assessment and identified gaps.

- Consist of a small number of straightforward, content-focused questions.
- Are completed independently.
- Are self-assessed, with students correcting errors immediately.

Teachers use this time to circulate, identify misconceptions and pre-teach where necessary before introducing new learning.

3.2 Big Picture and Vocabulary

Following the Do Now, teachers explicitly establish the *Big Picture* of the lesson so that students can situate new learning within their existing knowledge and understand its purpose.

Teachers must:

- Share what students will *know, understand or be able to do* by the end of the lesson.
- Briefly link the learning to prior knowledge, previous lessons, or the wider curriculum journey, helping students to build coherent schema.
- Introduce and explicitly teach key vocabulary.

3.3 Teach – Explicit Instruction and Modelling

The **Teach** phase is the teacher's opportunity, as the expert in the room, to present new learning clearly, efficiently and memorably.

Effective teaching at CtK:

- Breaks learning into small, manageable steps.
- Carefully manages cognitive load through clear explanations, visuals and pacing.
- Uses live modelling, including thinking aloud, worked examples and visualisers.
- Makes learning 'sticky' through stories, numbered steps, analogies or acronyms.
- Does not rely on student guessing or discovery during initial instruction.

3.4 Check – Guided Practice and Diagnosis

Checking for understanding is systematic and inclusive. Teachers must check the understanding of **all students** before moving on.

At CtK, this includes:

- Whole-class response strategies such as mini whiteboards or choral responses.
- Planned questioning that checks both factual recall and conceptual understanding.
- Structured talk, such as Turn and Talk, to deepen understanding and build confidence.

Teachers adapt in the moment by re-teaching, clarifying or providing additional modelling if understanding is insecure.

3.5 Practice – Independent Application

Practice time dominates the lesson. This is where students move from dependence on the teacher to independence and fluency.

Expectations for practice:

- Students work independently and in silence.
- Tasks align with the learning taught, moving from scaffolded to more challenging application.

- Teachers circulate actively, identify misconceptions and intervene with precision.
- Students are allowed productive struggle, building resilience and confidence.

3.6 Review – Reflection and Next Steps

Every lesson ends with a **Review** task that consolidates learning and provides clear evidence of progress.

Review activities:

- Are planned deliberately and linked to the lesson's end point.
- Enable teachers to assess understanding quickly.
- Inform planning of subsequent lessons, including Do Now activities or re-teaching.

4. Curriculum and Planning

High-quality teaching is rooted in strong curriculum design.

Teachers are expected to plan lessons that:

- Are aligned with department Curriculum Maps and Schemes of Learning.
- Build coherently on prior knowledge and contribute to long-term learning journeys.
- Identify key knowledge, vocabulary and skills explicitly.
- Anticipate misconceptions and barriers, including SEND and EAL needs.

Curriculum planning ensures that learning is sequenced and ambitious for all students.

5. Inclusive and Adaptive Teaching

Christ the King is committed to inclusive practice. High-quality teaching for all is the primary means of support.

Teachers should:

- Have high expectations of every student.
- Adapt teaching to support SEND, EAL and disadvantaged students without lowering ambition.
- Scaffold learning effectively and remove scaffolds to promote independence.
- Use student passports, EHCPs and SEND guidance as working documents.

Literacy and Oracy as Whole-School Teaching Responsibilities

At Christ the King, the development of literacy and oracy is a shared responsibility.

All teachers are responsible for developing:

- Subject-specific vocabulary and academic language
- Reading within their subject to support understanding and curriculum access
- Structured talk and oracy, enabling students to articulate ideas clearly and confidently

This is achieved through strategies such as:

- Explicit instruction of key vocabulary
- Modelling of high-quality academic language
- Structured discussion routines, including Turn & Talk

These approaches support students in expressing their understanding, securing knowledge over time and engaging more deeply with the curriculum.

6. Assessment and Feedback

Assessment and feedback at Christ the King are purposeful, systematic and designed to improve learning over time.

6.1 Formative Assessment

Formative assessment is **continuous** and is an integral part of every lesson.

It is used to:

- Check learning and identify misconceptions
- Adapt teaching in the moment
- Inform future planning and sequencing

At Christ the King, formative assessment includes (but is not limited to):

- Do Now retrieval activities
- Targeted questioning and cold calling
- Mini whiteboards and choral response
- Turn & Talk and structured discussion
- Live marking and circulation during practice
- Review and exit tasks

Teachers are expected to routinely summarise learning, identify what has been secured, and clarify next steps for students. Outcomes from formative assessment directly inform subsequent lessons, including future Do Now tasks, re-teaching and Pause Lessons.

6.2 Whole-Class Feedback and Pause Lessons

Christ the King uses a whole-class feedback approach to maximise impact and reduce workload.

Teachers:

- Regularly read student work to identify patterns, strengths and misconceptions.
- Use whole-class feedback sheets to plan re-teaching.
- Deliver feedback which focuses on explicitly re-teaching rather than revealing answers.

Feedback at Christ the King is designed to improve the learner, not simply the work. Students are given structured time to engage with feedback, think deeply about misconceptions, and apply improvements so that learning is strengthened for future tasks, not just corrected retrospectively.

6.3 Presentation of Work

High standards of presentation are expected in all subjects. Students are taught to take pride in their work, and excellent work is recognised and celebrated in line with whole-school expectations.

7. Learning Environment and Routines

Consistent routines are central to reducing disruption and maximising learning time.

Teachers are expected to:

- Meet and greet students at the door, ensuring readiness to learn.

- Insist on silent, purposeful entry and immediate engagement with the Do Now.
- Use agreed whole-school routines for gaining attention.
- Maintain calm, orderly transitions and controlled lesson endings.

These routines are applied consistently so that students know exactly what is expected at each stage of the lesson.

Students are expected to:

- Enter lessons calmly and begin work immediately.
- Give 100% attention when requested.
- Work independently and in silence during practice.
- Take responsibility for their behaviour, effort and presentation.

8. Roles and Responsibilities

Teachers

Teachers are responsible for the progress and outcomes of the students they teach. They are expected to:

- Plan and deliver lessons in line with the CtK Lesson Model.
- Use formative assessment to adapt teaching and inform planning.
- Maintain high expectations for behaviour, effort and presentation.
- Engage in reflective practice and professional development.

Heads of Department

Heads of Department play a central role in securing high-quality teaching and learning within their subject areas. They are responsible for:

- Ensuring curriculum coherence, sequencing and progression.
- Monitoring the quality of teaching and learning through lesson visits, book looks and departmental review.
- Using quality assurance evidence to support, develop and challenge staff.
- Leading subject-specific professional development in line with whole-school priorities.

Senior Leadership Team

The Senior Leadership Team is responsible for setting the strategic direction for teaching and learning and for ensuring consistent implementation across the school. This includes:

- Monitoring standards through quality assurance activities.
- Supporting staff through coaching, CPD and targeted intervention.
- Using evidence to inform whole-school improvement priorities.

Students

Students are expected to:

- Take responsibility for their learning.
- Act on feedback and strive for improvement.
- Engage positively in lessons and contribute to a calm, respectful learning environment.

9. Quality Assurance of Teaching and Learning

The quality of teaching and learning at Christ the King is monitored to ensure consistency, high standards and continual improvement. Quality assurance is developmental, supportive and rooted in professional trust.

Teaching and learning is quality assured through:

- Teaching and Learning Temperature Checks
- Book looks and work scrutiny
- Student voice
- Analysis of assessment outcomes

This policy will be reviewed bi-annually to ensure it remains current, effective and aligned with school priorities.