



Congleton High School

Together in the Pursuit of Excellence

Teaching & Learning Policy

Policy Lead:	Mrs Salt
Last Review Date:	January 2026
Next review date:	January 2027
Approval needed by:	Local Governing Board

Our Teaching & Learning (T&L) policy, **The Learning Ready Classroom**, has been built to provide the foundations for excellence in teaching and learning. The **consistency** it provides supports our students as they move from classroom to classroom, subject to subject, teacher to teacher. The **freedom** it allows enables our teachers to build upon these foundations in the way that works for them, in their subject, with their students.

Our approach to curriculum

Our curriculum is academically ambitious and engaging, and it is designed to embrace our vision to inspire scholarly excellence in all students.

Curriculum Design

The deliberate design and sequencing of our curriculum allows our students to commit knowledge to long-term memory through a curriculum that builds on prior knowledge and revisits at levels of greater complexity

As a result of our knowledge-rich curriculum:

- Concepts are broken down into smaller, distinct items of knowledge to be mastered, ensuring a deeper understanding of the content being studied
- Teachers have a clear overview of the precise key component knowledge
- Students will be required to think deeply about the lesson content and teachers use explicit instruction and modelling to reinforce key points and effectively explain the content to their students
- Teachers frequently check for understanding and are able to identify specifically how to adapt and respond, ensuring misconceptions are challenged and effectively corrected.

Excellence in Teaching – The Learning Ready Classroom

Alongside routines and an expectation to open lessons with purpose, our Learning Ready Classroom includes four key principles designed to support our most vulnerable learners and ensure teachers can continually assess, adapt & respond to the needs of students. They provide a framework and common language for excellence in teaching.

Policy into Practice - Routines

Corridor to classroom – opening the lesson with purpose. Starting lessons in a quiet, calm and purposeful manner, often involving retrieval practice.

- Teacher is on the threshold and greeting pupils as they enter.
- Pupils enter calmly and once sat down, complete the task in silence.
- Teacher narrates the expectations while this happens, e.g. “Remember we enter calmly and start our Do Now individually and in silence”, and also narrates pupils getting it right.
- Pupils adhere to the expected routine for getting out or handing out books/MWBs.
- Do Now task is on the board/printed and handed out- pupils complete in silence and without discussion with peers or teacher.

- Wherever possible, this should be a retrieval task and is done strictly from memory.
- Observe actively - be seen looking and check for any pupils not completing

Classroom to corridor – Orderly Dismissals Ensuring a calm and well-ordered end to lessons Following a school-wide routine means that pupils leave the classrooms in a safe and settled way. Teachers decide when and how pupils leave our rooms, controlling the flow of pupils out into the corridor.

- Pupils stand behind their desks in silence at the end of the lesson - for all lessons, including period 1.
- Teacher dismisses one row at a time - in silence.
- Teacher stands at the door as they are doing so, so that the orderly exit continues into the corridor - pupils are verbally reminded (with any physical gestures also guiding this) to keep left.
- Teacher does a visual check of uniform as they leave

T&L Principles

Our Learning Ready Classroom is our blueprint for achieving Excellence in Teaching and Learning. It provides a framework for teachers to plan and deliver lessons which continually **assess, adapt & respond** to the needs of all learners. The four key principles which support Excellence in Learning are outlined in the Learning Ready Classroom graphic.

- Purpose and Clarity – to ensure lessons start with a clear end goal and activities take the shortest path to success for all learners.
- Active Learners – to ensure lessons are structured in a way that maximises student thinking and student work hard throughout lessons.
- Checking for understanding – to ensure teachers actively assess throughout lessons to monitor progress and adapt as needed.
- Practice and Repetition – to ensure content is revisited with deliberate practice to make learning stick.

Essentially, by implementing these principles as our core teaching routines, our subject specific pedagogy is allowed to flourish. Pupils understand expectations in aspects such as how they start lessons, attend to our explanations and experience questioning. As a result, lessons are structured to be smoother, calmer and allow learning to take place effectively and efficiently in a subject specific manner



The Learning Ready Classroom



Policy into Practice – Standards for Excellence

Purpose and Clarity

Lessons have a clear purpose and are sequenced with activities that are efficient in securing the relevant knowledge and skills. The focus throughout all lessons is on learning not completion with activities included to provide impact over pure engagement.

Teachers model tasks with clear and prescriptive instructions and adapt to provide sufficient scaffolding for all learners to access the required outcome.

Teachers model effectively and plan to ensure high quality discussions and learning is captured within student books. Lessons include clear and prescriptive instructions to make key points stand out and emphasise the knowledge and skills that students absolutely need to know. To assist with this both teachers and students follow the school's SHINE principles that require work to be:

- **S-Subheadings** – work is well structured, with teachers explicitly identifying the sequences within lessons and ensuring students provide clear subheadings for different areas of work;
- **H-Highlight** – students amplify key points within their lessons, using highlighters, boxing, underlining, bubbles, colour or shading to provide emphasis. Teachers should model the same to students to ensure key terms and common misconceptions are identified with clarity.
- **I-In depth** – teachers model to students the level of depth required for knowledge retention and examination questions and ensure students to not condense their notes to a level where they lose the required level of detail.
- **N-Neat** – students take pride in the presentation of their work, ensuring work is underlined with a ruler, writing is in pen and pencils are used as required.
- **E-Examples** – teachers use examples and non-examples to check understanding and ensure students understand the key characteristics of different concepts. Teachers are also prescriptive in ensuring students capture key examples to provide clarity when they return to their notes.

Active Learners

Lesson activities are focused around fostering deeper thinking, with teachers actively modelling the level of depth required for true understanding and for examinations at Key Stage 4 and Key Stage 5.

Lessons prioritise deep thinking over pure engagement to ensure students are able to elaborate on their ideas and evaluate through reference to broader prior learning.

Teachers do not fill the room and lessons are designed to ensure students work as hard as the teacher with effective planning to ensure structured space and time for individual thinking.

Checking for Understanding

Teachers employ a range of techniques to continuously check the level of understanding thought-out lessons and plan for / identify and correct common misconceptions.

Where misconceptions are identified lessons are adapted as necessary to ensure these are addressed and corrected. The focus of all lessons is on ensuring learning not task completion and sequences are adapted as necessary to maximise learning.

Practice and Repetition

Deliberate practice is used frequently to ensure students build subject specific skills resulting in sustained academic progress over time. Consistent repetition of core knowledge, skills and techniques builds student confidence through quick wins that boost buy in and inspire a desire to learn.

Sixth Form Prep Expectations

Aim: to provide students with a structure to help them to organise their independent study periods to ultimately help them to become better at planning and managing independent study.

Most students will have 2 hours per subject per week on their timetable entitled 'Prep' (Preparation for Excellence). Staff must reinforce the language of 'Prep'.

Staff must plan ahead so that students know what they need to prepare for the next week / lesson to help them to plan their 'Prep' time effectively.

'Prep' tasks must be entered on Arbor starting the title of the task with the word 'Prep:...'

Prep tasks could include:

- Reading material to help students to get to grips with content before the lesson
- Watching a documentary to give students a flavour of the upcoming content
- Learning key vocabulary to get ready to apply this in a future lesson
- Completing a plan for an essay / exam question / coursework task
- Completing an essay / exam question / coursework section ready to hand in / get feedback on in the lesson
- Preparing a list of questions about things that students might want to know or learn about in an upcoming lesson / might want to go over based on content from a previous lesson
- Completing online learning tasks e.g. from Everlearner, Uplearn, Seneca
- Completing initial drafts / versions of work
- Completing a self-review of work to discuss
- Completing revision for a test / assessment
- Completing consolidation

Staff must issue an SFC (Sixth Form Concern) if Prep is not completed.

If a student falls into a pattern of not completing 'Prep', their 'Prep' sessions will be directed and supervised.

Implementation of Learning Ready Classroom

Key Principle	Policy in Practice - Standards of Excellence
Purpose & Clarity	<ul style="list-style-type: none"> • Focus throughout all lessons is on learning not completion • Attention of students is secured. • Activities are efficient in securing the relevant knowledge and skills. • Teachers model tasks with clear and prescriptive instructions. • Sufficient scaffolding for all learners to access the required outcome. <p>Teachers model how to be successful in a task</p> <ul style="list-style-type: none"> • Model high standards of presentation. • Walk through process in small steps (or several examples depending on context/familiarity). • Think aloud – model your thinking process and choices. • Model possible misconceptions and errors and how to correct them. <p>Lessons include clear and prescriptive instructions to make key points stand out.</p> <ul style="list-style-type: none"> • Emphasise the knowledge and skills that students absolutely need to know. • Learning is captured using SHINE principles.
Active Learners	<p>Lessons prioritise deep thinking over pure engagement</p> <ul style="list-style-type: none"> • Teachers actively model the level of depth required • Effective planning to ensure structured space and time for individual thinking • Students are pushed to think about the why not just the what and are able to elaborate/ justify their ideas
Checking for Understanding	<p>Teachers employ a range of techniques to continuously check the level of understanding</p> <ul style="list-style-type: none"> • No opt out • Questioning is sequenced effectively to increase the participation ratio • Teacher deliberately provide sufficient for thinking time and prescriptive instructions that encourage students to think more deeply about their answer. • Teachers plan for / identify and correct common misconceptions • Where misconceptions are identified lessons are adapted as necessary
Practice and Repetition	<ul style="list-style-type: none"> • Do now starters focused on retrieval of previous knowledge / activating information required for the lesson. • Constant repetition of core knowledge throughout lessons to ensure key information is effectively memorised.

	<ul style="list-style-type: none"> • Deliberate practice is used frequently to ensure students build subject specific/ exam skills • Feedback is acted upon in a purposeful way, that is transferrable to future activities and not task specific. • Sequences are adapted in response to identified misconceptions or insecure knowledge
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The monitoring of Teaching & Learning

In order to maintain the highest standards of teaching and learning, the school has an annual quality cycle to continually monitor the implementation of the Learning Ready Classroom and the quality of provision across all curriculum areas.

Our Quality Cycle ensures that we triangulate all the sources of evidence to come to secure conclusions about what is happening in our classrooms.

Our annual quality cycle includes:

- Result review meetings with curriculum areas – analysing exam cohort performance and evaluating the success of departmental strategies / interventions to inform teaching and learning for the next academic year.
- Mock analysis and action plan with SLT – analysing progress of exam cohorts throughout the academic year to monitor performance against targets.
- SLT drop ins – looking at implementation of school policy
- Middle Leader Learning Walks - to review the implementation of the learning ready classrooms, routines and departmental priorities in their area.
- Regular supportive lesson drop ins for new staff – to ensure early adoption of the Learning Ready Classroom
- English and Maths Matching meetings
- Work Scrutiny
- Regular Student Focus Groups – including a focus on SEND, PP etc
- SIVs

	September	October	November	December	January	February	March	April	May	June	July
Whole School	TLP QA	Student Parliament Case Sampling - Focus Groups	Parent/Carer Survey	TLP QA Staff Wellbeing Survey Student Parliament	IDSR Case Sampling - Focus Groups	TLP QA Student Parliament	Student Survey - Focus Group	TLP QA Case Sampling - Focus Groups		TLP QA Student Parliament	Student Survey
Faculty	Results Reviews	Professional Reviews Case Sampling - Focus Groups		Professional Reviews Mock Analysis Matching Strategy	Case Sampling - Focus Groups	Professional Reviews	Mock Analysis Matching Strategy	Professional Reviews Case Sampling - Focus Groups			Professional Reviews Mock Analysis Matching Strategy
Colleague		Performance Development - End of Year Review				Performance Development - Mid Year Review					
T&L Lesson Drop-ins											
Governor		LGB Meeting			LGB Meeting				LGB Meeting		LGB Meeting
Link Governor Monitoring Visits											

Policy into Practice

Faculty Professional Reviews include:

- CTL discussion – review student outcomes, achievements and key priorities.
- Learning walks – reviewing the quality of provision against the four areas of the Learning Ready Classroom. Work Scrutiny – reviewing the level of capture (is key learning recorded) and exam focus.
- Student Panel -Do students feel prepared, that they are making progress and confident? Do they know how to improve?

Evaluation into action – Senior and Middle leaders then determine how to feedback, develop and share teaching practice. All Quality Assurance activities and impact of identified actions are monitored through the Curriculum Line Management Process.

Case Sampling

Case Sampling includes:

- Data monitoring;
- Learning walks to review the students' classroom experience - four areas of the Learning Ready Classroom;
- Focus groups with SLT and CTLs; and
- Book Talks – where students narrate their books to SLT and separately to CTLs.

These activities occur throughout the academic year and relate to the same students, who are a representative sample of the identified cohort.

Case sampling cohorts will be directed by SLT.

Case sampling will take place across all curriculum areas and also a whole school sample.

Typically cohorts will be 6-10 in size including representation from each Key Stage, PP / SEND / LAC / Gender

Curriculum leads will work with their SLT link to monitor their curriculum groups.

DHT & AHT Quality of Education will work with the Headteacher to monitor the whole school group.