



TOTTINGTON
HIGH SCHOOL

Teaching and Learning Policy

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Teaching and Learning Policy

1. Introduction

At Tottenham High School, teaching and learning is the core of who we are and what we stand for. Our classrooms are places of warmth, ambition and purpose - where every pupil is known, supported and challenged to achieve their very best.

Our values guide everything we do:

- **Kindness**- we treat each other with respect, patience and understanding.
- **Enthusiasm** -we bring energy, curiosity and a love of learning to every lesson.
- **Excellence** - we strive for the highest standards in all that we do.

This policy sets out the principles that underpin great teaching at THS. It provides clarity and consistency while allowing teachers the professional freedom to bring their subject passion to life. It is intentionally developmental: as our practice evolves- particularly around independent learning, quality assurance and instructional coaching-this policy will grow with us.

2. Our Vision for Teaching and Learning

We believe that every pupil can achieve highly when they are taught well, supported well and cared for well. Our vision is simple:

To create classrooms where pupils feel safe, valued and inspired, and where learning is ambitious, challenging and joyful.

We achieve this through:

- Strong relationships built on kindness
- High expectations rooted in excellence
- Engaging, purposeful teaching driven by enthusiasm
- A consistent, research informed approach to lesson design
- A culture of independence, resilience and pride in learning

3. Our Guiding Principles

3.1 Kindness

Kindness is the foundation of great teaching. It shapes the way we speak, the way we listen, and the way we support pupils to take risks and grow.

In practice, kindness means:

- Creating calm, respectful classrooms
- Using language that builds confidence

- Noticing when pupils need encouragement or reassurance
- Ensuring every child feels seen, valued and included

Kindness is not the opposite of challenge; it is what makes challenge possible.

3.2 Enthusiasm

We believe enthusiasm is contagious. Teachers at THS bring passion, energy and curiosity to their lessons, modelling a love of learning that pupils can feel.

Enthusiasm means:

- Making learning vivid, relevant and engaging
- Celebrating effort, resilience and progress
- Encouraging pupils to ask questions and think deeply
- Showing pupils that knowledge is exciting and powerful

3.3 Excellence

Excellence is a habit; built through consistency, ambition and care.

At THS, excellence means:

- Teaching to the top and scaffolding thoughtfully
- Using evidence informed strategies (Walkthrus, explicit instruction, modelling)
- Embedding “In the Zone” independent practice in every lesson
- Using assessment to inform next steps
- Engaging fully in StepLab coaching and IRIS Connect reflection

We expect excellence from ourselves so that pupils can achieve excellence in their learning.

3.4 Teaching & Learning and the Behaviour Curriculum

High-quality teaching and a strong behaviour culture are inseparable. At Tottington High School, our Behaviour Curriculum and our Teaching & Learning Policy work together to create classrooms that are **ready, respectful and safe**, where pupils can thrive academically and personally.

Teachers explicitly teach, model and reinforce the Behaviour Curriculum through:

- **Clear routines** that create predictability and psychological safety
- **Calm, relational interactions** rooted in kindness and respect
- **Consistent language**, including the Tottington Talk
- **High expectations** for conduct, effort and engagement
- **Active listening and learning behaviours** that enable everyone to learn
- **Explicit teaching of manners, oracy and respectful communication**
- **Use of restorative conversations** where needed to repair relationships

The Behaviour Curriculum supports teaching by ensuring pupils:

- Arrive **ready to learn**, with the correct equipment and mindset
- Move calmly and safely around school, reducing lost learning time

- Demonstrate **active listening**, enabling high-quality explanations and modelling
- Engage respectfully in discussion, using subject specific vocabulary
- Work independently and with focus during “**In the Zone**”
- Take pride in their work, presentation and effort

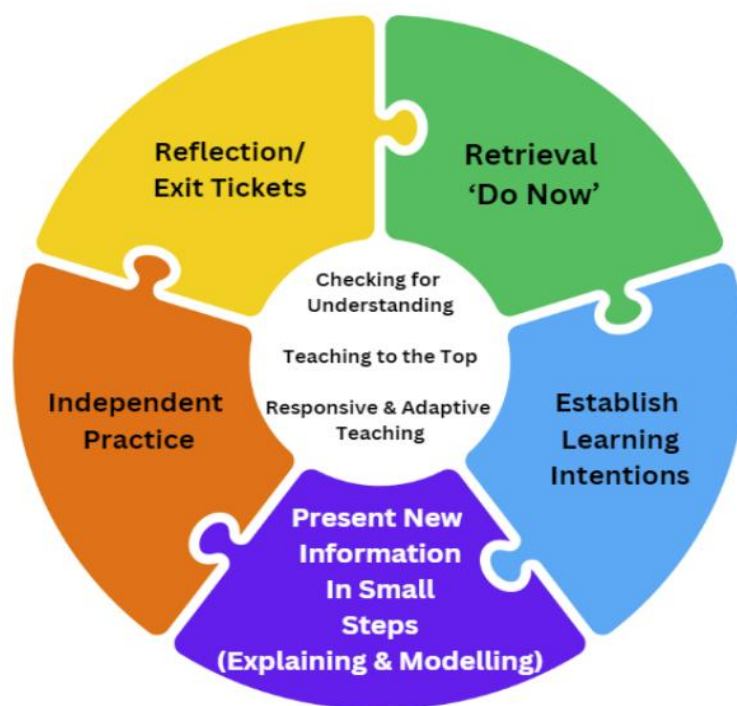
In turn, high-quality teaching reinforces the Behaviour Curriculum by:

- Providing engaging, well-structured lessons that reduce off-task behaviour
- Using adaptive teaching to remove barriers to participation
- Building strong relationships that support coregulation and trust
- Creating a culture where pupils feel valued, capable and motivated

Together, these policies ensure that pupils experience a consistent, relational and ambitious learning environment across the school.

4. Lesson Design at Tottington High School

Our lesson structure is flexible but guided by shared principles that ensure consistency and high expectations across the school.



4.1 Retrieval / Do Now

Every lesson begins with a short, purposeful retrieval activity to:

- Activate prior knowledge
- Strengthen memory
- Address misconceptions
- Create a calm, focused start

This is completed in silence.

4.2 Establishing Learning Intentions

Teachers clearly communicate:

- What pupils are learning
- Why it matters
- How it connects to the bigger picture
- The key vocabulary needed for success

Learning intentions are revisited throughout the lesson.

4.3 Explicit Instruction & Modelling

Teachers:

- Present new information in small, manageable steps
- Model thinking processes (“I do, we do, you do”)
- Use worked examples and non-examples
- Check for understanding frequently
- Anticipate misconceptions and address them early

4.4 In the Zone (15 minutes minimum)

A non-negotiable phase in every lesson.

“In the Zone” means:

- At least 15 minutes of independent practice
- Silent, focused work
- No teacher help-pupils use scaffolds, models and resources
- Teacher circulates giving live feedback
- Pupils self-check and self-correct and improve in purple pen
- Teachers mark in green pen
- Golden Tickets awarded for exceptional independence

Tasks must be:

- Challenging
- Purposeful
- Aligned to the learning intention
- Designed to build stamina, resilience and confidence

“In the Zone” reinforces the Behaviour Curriculum by developing pupils’ independence, self-regulation and pride in their work. It provides a predictable, calm and focused environment that supports pupils to be ready, respectful and safe.

4.5 Review & Feedback

At the end of the lesson, teachers:

- Check learning through exit tickets, questioning or review tasks
- Provide live feedback in green pen
- Ensure pupils respond in purple (“polish in purple”)
- Use assessment to inform next steps

5. Adaptive Teaching

Adaptive teaching is a core expectation at THS. It ensures that every pupil, including those with SEND, EAL or other additional needs, can access challenging learning.

Teachers adapt by:

- Using their Black Books to understand pupil needs
- Anticipating barriers (vocabulary, reading age, prior knowledge, misconceptions)
- Using Support Mats to plan scaffolds
- Reducing scaffolds over time to build independence
- Deploying Teaching Assistants purposefully and flexibly
- Using StepLab coaching to refine adaptive strategies

Adaptive teaching supports our relational approach by recognising that pupils have different starting points, needs and experiences. It ensures that all pupils can access challenge without lowering expectations.

6. Independent Study (interim position*)

Independent study supports consolidation, retrieval and long-term learning, it reinforces our Behaviour Curriculum by developing responsibility, organisation and readiness for learning.

At present:

- Tasks are set on Arbor
- KS3 tasks link to Knowledge Organisers and SPARX (core subjects)
- KS4 tasks include revision, practice questions and teacher set assignments
- Tasks should take no more than 60 minutes
- Completion is rewarded; non-completion is followed up

*Note: A revised Independent Study Policy will be developed in 2026–27. This section is intentionally broad to allow for future redesign.

7. Assessment and Feedback

7.1 Formative Assessment

Embedded throughout lessons through:

- Questioning
- Cold calling
- Mini whiteboards
- Hinge questions
- Live marking

Teachers use this information to adapt teaching responsively.

7.2 Feedback

Feedback at THS is:

- Timely

- Actionable
- Specific
- Designed to move learning forward

Teachers mark in **green pen**. Pupils respond in **purple pen** (“Polish in Purple”).

7.3 Summative Assessment

Summative assessments:

- Are aligned to curriculum sequencing
- Include retrieval of prior learning
- Identify gaps and inform reteaching

8. Monitoring and Evaluation (Quality Assurance)

Our Quality Assurance approach is **supportive, developmental and aligned with our values**. It is designed to improve teaching, not to judge teachers.

Quality Assurance at Tottington High School follows a clear **QA → CPD → Impact** cycle.

8.1 Purpose of Quality Assurance

Quality Assurance helps us to:

- Understand the typicality of teaching across the school
- Identify strengths and areas for development
- Inform CPD at whole-school, faculty and individual level
- Ensure consistency in expectations and routines
- Improve outcomes for all pupils, especially the most vulnerable

8.2 Quality Assurance Activities

Quality Assurance includes:

- Learning walks
- Book looks and work scrutiny
- Pupil voice
- Curriculum reviews
- StepLab coaching reflections
- IRIS Connect clips (voluntary unless part of coaching)
- Department reviews

These activities are diagnostic, not performative.

8.3 Termly “Temperature Check” Cycle

Each term includes:

- Quality Assurance focus agreed (e.g., In the Zone, modelling, adaptive teaching)
- Learning walks and book looks conducted collaboratively
- Faculty action planning based on findings
- Targeted CPD delivered through whole-school and departmental sessions
- Follow-up Quality Assurance to evaluate impact

8.4 Impact Evaluation

Impact is measured through:

- Improvements in teaching practice
- Pupil work and the quality of learning over time
- Pupil voice and engagement in lessons
- Staff confidence, consistency and implementation of Walkthrus
- Reduction in variation between departments
- Patterns in progress, attainment and engagement identified through Arbor
- Analysis of assessment outcomes and trends using SISRA
- Monitoring of key groups (SEND, disadvantaged, EAL, high prior attainers) through Arbor and SISRA dashboards
- Department-level evaluation of mock exams, common assessments and gap analysis

Our Quality Assurance system is relational, fair and focused on improvement, ensuring that all students experience high-quality teaching, every day.

9. Professional Development

Tottington High School is a learning community. We believe that great teaching is continually refined, and we invest in high-quality professional development that is coherent, sustained and evidence-informed.

Our Professional Development model is built around:

9.1 Weekly Bite-Sized Briefings

Short, focused inputs that:

- Reinforce whole-school priorities
- Share quick wins and practical strategies
- Celebrate excellent practice
- Keep teaching and learning at the forefront of our culture

9.2 Weekly CPDL Sessions

Our CPDL programme is structured, purposeful and aligned with school priorities. Sessions include:

- Whole-school training on Walkthrus, In the Zone, adaptive teaching and assessment
- Department-based CPD focused on subject pedagogy, curriculum and moderation
- Marking and moderation sessions to strengthen consistency
- Coaching clinics and professional dialogue
- Opportunities to rehearse and practise key techniques

9.3 Instructional Coaching (StepLab)

All staff engage in coaching cycles that:

- Focus on one precise area of practice at a time
- Use deliberate practice to build habits
- Include supportive, developmental feedback

- Are aligned with Walkthru techniques and school priorities

9.4 Video Reflection (IRIS Connect)

IRIS Connect is used to:

- Support self-reflection
- Enable coaching conversations
- Share best practice
- Build a culture of openness, trust and professional curiosity

9.5 External CPD and NPQs

Staff have access to:

- Ambition Institute NPQs
- External courses and subject networks
- Trust-wide CPD opportunities
- Specialist training for SEND, EAL and safeguarding

9.6 Department-Led CPD

Middle leaders play a key role in developing subject expertise through:

- Curriculum reviews
- Moderation and standardisation
- Subject-specific pedagogy
- Collaborative planning
- Sharing best practice

9.7 Alignment with Quality Assurance

All CPD is directly informed by Quality Assurance findings, ensuring that:

- Training is relevant and targeted
- Departments receive bespoke support
- Whole-school priorities are reinforced
- Impact is monitored over time

Our aim is simple: **every teacher gets better, every year**, so that every pupil receives the highest quality of education.

10. Roles and responsibilities

Teaching and learning at Tottington High School is a shared endeavour. Every adult and every pupil play a vital role in creating classrooms where Kindness, Enthusiasm and Excellence are lived every day.

The Deputy Headteacher (Quality of Education) is responsible for:

- Setting and sustaining the school's vision for high-quality teaching and learning
- Ensuring the school environment promotes calm, purposeful learning
- Ensuring staff have the training, tools and support needed to deliver excellent teaching

- Monitoring the implementation of this policy to ensure consistency and fairness
- Ensuring all staff understand the importance of high expectations and strong routines
- Providing a clear induction for new staff into the school's teaching culture
- Ensuring CPD is aligned with Walkthrus, StepLab and evidence-informed practice
- Ensuring this policy aligns with safeguarding, SEND and inclusion policies
- Reviewing teaching and learning data to ensure no groups are disadvantaged
- Supporting staff in responding to challenges in teaching and learning

The Assistant Headteacher (Raising Standards) is responsible for:

- Leading the school's Raising Standards strategy to improve outcomes for all pupils, with a particular focus on disadvantaged, SEND and other key groups
- Working closely with the Deputy Headteacher (Quality of Education) to align curriculum, teaching, assessment and intervention
- Overseeing whole-school assessment cycles, ensuring that data is accurate, timely and used effectively
- Leading the analysis of progress and attainment data using **Arbor** and **SISRA**, identifying trends, gaps and priority groups
- Supporting Directors of Faculty to design and implement subject-specific Raising Standards plans
- Coordinating whole-school and targeted intervention programmes, ensuring they are high-quality, purposeful and monitored for impact
- Ensuring that mock examinations, common assessments and gap analyses are used diagnostically to inform teaching and curriculum adjustments
- Working with middle leaders to ensure that pupils receive timely, effective support both in lessons and through additional provision
- Monitoring the impact of intervention and teaching strategies on pupil progress, and reporting findings to SLT and the Academy Council
- Supporting the development of staff through CPD, coaching and data-informed professional dialogue
- Ensuring that Raising Standards work is relational, inclusive and aligned with the school's values of **Kindness, Enthusiasm and Excellence**

The Assistant Headteacher (Raising Standards) plays a crucial role in ensuring that every pupil is known, supported and challenged to achieve their full potential.

All staff are responsible for:

- Creating a calm, safe and welcoming learning environment
- Modelling **Kindness, Enthusiasm and Excellence** in every interaction
- Establishing and maintaining clear routines and expectations
- Delivering high-quality teaching aligned with this policy
- Using Walkthru techniques, explicit instruction and modelling
- Embedding **In the Zone** independent practice in every lesson
- Using purple/green feedback consistently
- Adapting teaching to meet the needs of all learners

- Using Black Books, SEND Learning Plans and Pupil Passports to inform planning
- Recording relevant information on Arbor promptly
- Challenging pupils to meet high expectations and supporting them to do so

Parents and carers are expected to:

- Understand and support the school's approach to teaching and learning
- Encourage positive attitudes to learning at home
- Ensure their child attends school ready to learn
- Communicate any changes in circumstances that may affect learning
- Use the Arbor app to monitor progress and engagement
- Work in partnership with the school to support their child's development

The school will build strong relationships with parents and carers by communicating clearly, celebrating success and working collaboratively to support each child.

Pupils will be taught and supported to:

- Understand the learning expectations at Tottington High School
- Demonstrate **Kindness, Enthusiasm and Excellence** in their learning
- Take responsibility for their own progress
- Engage fully in lessons and make it possible for others to learn
- Work independently and with focus during **In the Zone**
- Use purple pen to self-assess and respond to feedback
- Bring the correct equipment and take pride in their work
- Treat the school environment with respect

Pupils will receive repeated induction into our learning culture, through lessons, assemblies and pastoral support. Additional support will be provided for mid-year arrivals.

The Senior Leadership Team (SLT) will:

- Model the professional behaviours and values expected across the school
- Be visible, supportive and available to staff and pupils
- Provide high-quality CPD aligned with Walkthrus, StepLab and school priorities
- Offer coaching, mentoring and professional dialogue
- Ensure staff have the resources and time needed to deliver excellent teaching
- Work proactively with external agencies where needed
- Support staff to find solutions rather than fixing everything for them
- Ensure the school's vision for teaching and learning is lived, not laminated

Directors of Faculty (DoF) and Heads of Year (HOY) will:

- Lead the development of high-quality teaching within their teams
- Lead Quality Assurance within their teams
- Analyse patterns in teaching, progress and engagement
- Provide developmental, evidence-informed feedback
- Support staff to implement improvements in teaching and learning

- Work with SLT to ensure consistency across the school
- Ensure regular communication with parents beyond Arbor (calls, meetings)
- Discuss teaching and learning regularly in department, tutor and inclusion meetings
- Work closely with the Inclusion Team to support vulnerable learners
- Oversee teaching-related concerns and ensure restorative processes take place
- Maintain teacher autonomy while providing guidance and support
- Co-create buddy timetables and support structures where needed

Middle leaders are pivotal in driving improvement. They model professionalism, lead subject expertise and ensure that the school's vision for teaching and learning is lived in every classroom.

Lead Practitioners will:

- Model excellent practice in line with school priorities
- Support departments with the implementation of Walkthrus and teaching strategies
- Deliver high-quality CPD at whole-school and departmental level
- Contribute to Quality Assurance and follow-up activities
- Coach staff where appropriate, using StepLab and deliberate practice
- Share best practice across the school
- Support middle leaders in developing teaching within their teams

Lead Practitioners play a key role in building capacity, strengthening consistency and supporting staff to continually refine their practice.

Teaching and support staff will:

- Fully support the school's Teaching & Learning Policy
- Establish strong routines that create safety, clarity and calm
- Lead on teaching and learning in their own classrooms
- Use the shared language of Walkthrus and relational practice
- Plan and deliver high-quality lessons with clear learning intentions
- Read and act upon SEND Learning Plans and Pupil Passports
- Seek support from the Inclusion Team and act on advice
- Model the behaviours and attitudes expected from pupils
- Notice, praise and celebrate the learning behaviours we want to see
- Use StepLab and IRIS Connect to reflect, refine and improve practice

11. Review

This policy will be reviewed annually by the Deputy Headteacher (Quality of Education) and ratified by the Academy Council.

A full rewrite is expected in Summer 2027 to incorporate:

- A redesigned Independent Study model
- A full Quality Assurance framework

- Further development of In the Zone practice
- Updated Walkthru implementation

12. Link to Other Policies

This policy is linked to:

- Teacher Standards
- THS Relational Behaviour Policy
- THS Behaviour Curriculum
- SEND policy and Information Report
- Assessment and Reporting Policy
- Marking and Feedback policy (Under review)
- Independent Study / Homework Policy (Under review)