



HERSCHEL GRAMMAR SCHOOL

Teaching and Learning Policy

Approved by LGB:

June 2026

Date for revision:

June 2030

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1. Aims

This policy aims to:

- › Explain how we create an environment at our school where pupils learn best and love to do so
- › Summarise expectations to make sure everyone is committed to delivering excellent teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all pupils in our school
- › Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

Our teaching and learning policy is informed by our key principles of **success**, **care** and **responsibility**

Success

Pupils learn best at our school when they:

- › Know what outcome is intended
- › Can see the relevance of what they are doing
- › Can link what they are doing to other experiences
- › Understand the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practise what they are learning
- › Can apply the learning in both familiar and new contexts

Care

Pupils learn best at our school when they:

- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Recognise that all learners make mistakes and mistakes can help us learn

Responsibility

Pupils learn best at our school when they:

- › Are engaged and motivated

- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Are equipped to take responsibility for their learning

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. All staff have a responsibility to foster a culture of trust, respect and professional dialogue.

As a school, we believe that there is strength in diversity and this extends to celebrating varied approaches to teaching and learning. We also share a common approach in the following respects:

3.1 Teachers

Teachers:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Establish good working relationships with pupils
- › Plan, teach and assess in line with the agreed curriculum
- › Ensure that lessons, where appropriate, reinforce excellent numeracy and literacy
- › Actively engage parents/carers in their child's learning through regular communications including Subject Evenings, parentmails, progress reports and a range of other key channels
- › Meet the expectations set out in other key policies e.g. Behaviour, Assessment, Home Learning and SEND policies
- › Plan for effective use of non-teaching staff, enabling them to support pupils effectively

3.2 Subject leaders

Subject leaders:

- › Shape and share a clear vision for their subject
- › Create ambitious, well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons in a way that allows pupils to make good progress from their starting points
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Keep up to date with the latest thinking and developments in their subject areas, sharing good practice within and beyond the school
- › Encourage teachers to work collaboratively by sharing resources and by finding solutions to learning problems
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and performance data
- › Address weaknesses identified in their monitoring activities

3.3 Senior leaders

Senior leaders at our school:

- › Have a clear and ambitious vision for providing high-quality, inclusive education to all

- › Celebrate achievement and have high expectations for everyone
- › Hold staff and pupils to account for their teaching and learning
- › Plan and evaluate strategies to secure high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Monitor the impact of continuing professional development (CPD) opportunities to improve staff practice and subject knowledge
- › Promote team working at all levels, for example by arranging mentoring from more experienced colleagues where appropriate
- › Address underachievement and intervene promptly

3.4 Pupils

Pupils:

- › Take responsibility for their own learning, and support the learning of others
- › Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- › Are curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required

3.5 Parents and carers

We work closely with parents and carers of pupils at our school as they play a key role in the following ways:

- › Valuing learning and encouraging their child as a learner
- › Making sure their child is ready and able to learn every day
- › Supporting good attendance and punctuality
- › Participating in discussions about their child's progress and attainment
- › Communicating with the school to share information promptly
- › Encouraging their child to take responsibility for their own learning
- › Supporting and giving importance to home learning

3.6 Governors

Governors at our school:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning and CPD

Our approach to curriculum is set out in our Curriculum Statement. As a selective school, a sharp academic focus is vital in meeting the needs of our learners. Our curriculum is ambitious and broad; learning is characterized by challenge and support.

CPD and Teaching and Learning

<u>Key Principles</u>	
T&L at the heart of our CPD	<i>Fostering effective pedagogy is central to our CPD offer, delivered in part through half-termly T&L afternoons</i>
Changing habits central	<i>Regular sessions over a sustained period, with a focus on implementation, give staff the opportunity to help one another build productive <u>habits</u> rather than adopting “speed camera” behaviour All staff set a “pedagogy goal” and progress towards this is maintained through cross-faculty triads, with a focus on coaching-style conversations</i>
Research-based	<i>Use of ideas in well-established, evidence-based texts ensures CPD is grounded in research – recent work has revolved around the key principles in “Making Every Lesson Count” (Tharby/ Allison)</i>
Solving learning problems - ongoing work for everyone	<i>It is expected that all staff are reflective on their practice, engage in discussion and seek to develop as practitioners</i>
Departmental focus	<i>We recognise that pedagogy is often subject specific, promoting T&L development and the sharing of best practice within departments</i>
Contribution from all staff	<i>Teacher collaboration is central to development in T&L. There are opportunities for staff development and leadership through leading sessions</i>

5. Learning environment

The learning environment will be kept safe, clean and ready for pupils to use.

We promote learning through:

- › Displays that celebrate and support pupils’ learning
- › Displays that help pupils understand the “learning journey” in that subject
- › Posters of material pupils have previously learned about and can identify
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate

6. Adapting teaching to the needs of learners

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- › Pupils with special educational needs and disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are most able

We promote “**Quality First Teaching**” as central to meeting the needs of all pupils, sharing strategies accordingly.

Beyond this we also:

- › Use support staff effectively to provide extra support
- › Work with our Additional Needs co-ordinator, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Use ability groupings for certain subjects where appropriate

See SEND policy Equality and Diversity Policy, High Performing Pupils Policy and Pupil Premium statement for further information.

7. Monitoring and evaluation

We monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

Senior leaders, Heads of Faculty and Subject Leads monitor and evaluate the impact of teaching on pupils’ learning through:

- › Analysing exam results and in-year data
- › Conducting learning walks
- › Regular pupil progress meetings
- › Pupil voice
- › Work scrutiny

8. Review

This policy will be reviewed every 3 years by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links with the following policies and procedures:

- › Curriculum Statement
- › Behaviour policy
- › SEND policy and Quality First Teaching
- › Pupil Premium Strategy Statement
- › Assessment, Marking and Feedback policy
- › Home Learning Policy
- › Equality and Diversity Policy
- › High Performing Pupils Policy
- › Expectations for teachers as set out in the Staff Handbook