



The Angmering School

Ambition

Courage

Respect

Teaching and Learning Policy 2025

Reviewed AAN and MSM– Ratified at FGB 14.05.2025
Next review February 2027



Policy- Teaching and Learning

*Ambition * Courage * Respect*

Rationale

We aim to become a world-class school where all students make excellent progress, contribute positively to their communities, and develop a lifelong love of learning. Learning is at the heart of all we do, and within our school, we are all leaders of learning. We must ensure that students are provided with high-quality learning experiences that lead to consistently high levels of achievement. This policy describes how, as an organisation, we can deliver learning experiences that meet the needs of all students. We must strive for a common language and understanding of what constitutes excellent teaching within a personalised learning framework, reducing in-school variability by supporting staff through quality CPD and coaching.

"If we want students to value what they do, we must ensure they are not doing it mindlessly, that they see value in the process and what they are learning." - Dylan Wiliam

Aims

- Describe a framework that reflects our shared understanding of excellent teaching and learning
- Ensure coherence and consistency across classrooms
- Outline how we review and develop teaching and learning
- Establish clear routines for all staff and students
- Promote effective grouping through our commitment to mixed ability teaching
- Develop independent learners via our Perspectives and Insight programmes
- Adjust teaching in response to prior learning and emerging needs
- Foster collaboration with all staff to support individual student needs
- Ensure enjoyment, engagement, and challenge
- Hold high expectations for all students, demonstrating respect and belief in their potential
- Use Assessment for Learning to show students where they are and how to improve
- Share and interpret learning objectives, outcomes, and success criteria
- Identify and challenge underachievement
- Deliver a curriculum that instils a love of learning

Policy into Practice

1. The Process of Learning

Our teaching is built on the five principles: explanation, modelling, feedback, questioning, and deliberate practice.

We aim to help students:

- Succeed in challenging tasks with various strategies
- Recognise what excellence looks like and how to achieve it
- Develop metacognitive and cognitive skills to foster independence
- Enhance thinking and questioning skills
- Embed learning into long-term memory
- Reflect to deepen and enrich understanding
- Take ownership of their learning
- Reinforce knowledge and address misunderstandings

- Achieve their potential and show resilience

2. Learning Environment

We support student development by:

- Encouraging social interaction for learning
- Providing stimulating, supportive, and healthy environments
- Offering varied and relevant learning experiences
- Creating opportunities for challenge, innovation, and exploration
- Celebrating achievement and progress
- Establishing a safe and respectful atmosphere
- Providing coherent and purposeful learning structures
- Using classroom and corridor displays to reflect learning and celebrate success
- Promoting literacy visually across the curriculum
- Ensuring access to quality ICT facilities and the library

3. The Process of Teaching

Teachers will:

- Deliver effective explanations and scaffolds, adapting when needed
- Understand and plan for pupils with diverse needs
- Model excellence and guide student practice
- Give specific, accurate feedback and address misconceptions
- Use questioning linked to prior learning
- Employ low-stakes testing and practice opportunities
- Promote reading, literacy, and numeracy
- Inspire students with enthusiasm for their subject
- Engage in co-planning and CPD cycles

Minimum Expectations for Lessons:

- **Meet and Greet** at the door
- **Do Now** activity linked to learning
- **Think Hard** challenge tasks
- Incorporate the **TAS principles (Explanation, Modelling, Feedback, Questioning, Deliberate Practice)**
- Plan for **Live Feedback** (mainly verbal)

4. Personalisation, Adaptation and Intervention

Leaders and teachers will:

- Know students well to tailor teaching to students' individual needs
- Have high ambition for all students
- Ensure access to a broad and balanced curriculum for all students
- Provide specialist support and training
- Identify and plan for different needs
- Deliver timely interventions

5. Grouping

- Use mixed ability or ability groups dependent on the individual subject and cohort being taught
- Justify any setting in English, maths and science with clear, flexible criteria
- Ensure no 'sink' groups or low expectations, aiming for almost all students to learn the same rich body of knowledge and skills
- Promote a challenging, inclusive curriculum
- Consult Year Leaders and SEND staff when grouping
- Use co-planning to develop practice and fill knowledge gaps

6. Assessment and Marking

Assessment policy applies. [Link to Assessment and Marking policy](#)

KS3: Written WWW/EBI feedback once per half term

KS4: Fortnightly book checks; verbal feedback each lesson via Think Hard.

7. Home Learning

See Home Learning Policy.

8. Literacy

Leaders and tutors will:

- Develop students' literacy skills
- Develop a culture of reading through DEAR
- Intervene where literacy progress is lacking
- Promote oracy via tutor time, encouraging the use of these skills in lessons
- Ensure key vocabulary is explicitly identified and taught
- Address literacy in marking
- Provide access to higher-level vocabulary

9. Integrated Behaviour, Learning, Teaching Team (BLT)

The team will:

- Develop integrated approaches to raise lesson quality
- Collaborate to support behaviour, pastoral and academic progress
- Share research-informed approaches school-wide

10. Coaching and CPD

Headship Team will:

- Monitor T&L via reviews, learning walks, data reviews and meetings
- Use coaching where quality assurance identifies need
- Provide effective appraisal for all staff
- Ensure relevant CPD and coaching are available
- Offer in-house CPD (Professional Studies, lesson development)
- Refer to external support as needed
- Develop future leaders through pathway programmes
- Support ECT and trainee staff through appropriate programmes
- Support most vulnerable students through PAC (Professional Around the Child) meetings