



## Teaching and Learning Policy

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## **Vision Statement**

### ***Believe Strive Succeed***

***Our vision is to provide an outstanding, inclusive and aspirational education for all our children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.***

***1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'***

## **Introduction**

The Teaching and Learning Policy is intended to:

- Promote consistency and high standards throughout the school and the achievement of the school vision
- Be viewed alongside the policies for assessment, recording and reporting of pupil achievement, the pastoral package which includes behaviour, and the Accessibility plan, the SEN policy, the Pupil Premium Strategy and the School Equality Scheme.
- Inform and involve teachers, and those to whom they are accountable, concerning the policies, procedures and plans of the school with respect to teaching and learning. It is a working document offering practical guidelines and outline procedures.
- Provide details of the school's approach to the monitoring of standards, professional development and training for all teaching staff within the school
- Support with embedding the schools Key Drivers of Metacognition, Self-Regulation, Literacy and Consistency
- Ensure that practice is based on research-based pedagogy that focuses on ensuring high challenge, high support and the best outcomes for pupils

## **Aims**

### **'Outstanding Learning'**

The school aims to secure consistently high-quality teaching across all subjects and year groups, ensuring that every pupil achieves well and develops the knowledge, skills and character required for future success.

#### **1. Embed Highly Effective Teaching Across the Curriculum**

- Ensure consistently high-quality teaching is evident across all subjects and key stages
- Maintain a shared understanding of what effective teaching looks like, underpinned by evidence-informed practice
- Secure strong implementation of the curriculum so that pupils learn effectively over time

#### **2. Develop Language, Literacy and Reading Across All Subjects**

- Ensure all teachers explicitly promote high-quality spoken and written language
- Embed opportunities for pupils to develop subject-specific vocabulary
- Strengthen pupils' reading fluency, comprehension and confidence across the curriculum
- Support pupils to articulate ideas clearly, using precise academic language

### 3. Teach Responsively Using Knowledge of Pupils

- Ensure teachers draw on accurate knowledge of pupils' starting points, prior attainment and needs
- Use assessment effectively to inform teaching and adapt learning in real time
- Apply evidence-informed strategies to maximise progress for all learners

### 4. Secure Strong Progress for All Learners

- Ensure teaching enables all pupils to learn well and remember more over time
- Plan learning that builds on prior knowledge and addresses misconceptions
- Maintain high expectations so that all pupils are appropriately challenged

### 5. Provide Inclusive and Targeted Support

- Ensure teaching for disadvantaged pupils, pupils with SEND, and those known to social care or facing barriers is carefully planned and adapted
- Deliver targeted provision that enables all pupils to access the curriculum and achieve success
- Remove barriers to learning through adaptive teaching, scaffolding and appropriate support

### 6. Develop Strong Teacher Expertise

- Ensure teachers have secure subject knowledge and pedagogical understanding
- Promote high-quality explanations, modelling and questioning
- Encourage reflective practice to continually improve teaching effectiveness

### 7. Prioritise High-Quality Professional Development

- Provide ongoing CPD that is evidence-informed and aligned to whole-school priorities
- Support teachers to enhance subject knowledge, pedagogy and understanding of inclusive practice
- Foster a culture of collaboration, coaching and professional growth

These aims ensure that teaching is consistently strong, inclusive and responsive, enabling all pupils to develop their language, reading and subject knowledge while making strong progress, regardless of their starting points or individual barriers.

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*This policy has been written and implemented in accordance with the School's dedication to its Christian values. These are underpinned in the Stopfordian ethos and the message and example of Jesus Christ.*

## **Accountabilities and responsibilities**

**The Governors and Senior Leadership Team** are responsible for the overall implementation and monitoring of this policy. Senior leaders are responsible for establishing the conditions, culture and systems that enable high-quality teaching to flourish across the school and ensure strong outcomes for all pupils.

### 1. Setting Vision and High Expectations

- Establish a clear and ambitious vision for teaching and learning focused on strong standards for all pupils
- Communicate consistently high expectations for teaching quality, curriculum delivery and pupil outcomes
- Ensure alignment between whole-school priorities, departmental practice and classroom delivery

### 2. Securing Consistently High-Quality Teaching

- Monitor and evaluate the quality of teaching across subjects and year groups using a range of evidence (lesson visits, work scrutiny, data and pupil voice)
- Ensure that highly effective teaching is embedded consistently across the school
- Take decisive action where teaching falls below expected standards

### 3. Driving Literacy, Language and Reading Across the Curriculum

- Prioritise whole-school strategies to improve disciplinary literacy, vocabulary development and reading
- Ensure literacy is explicitly taught across all subjects rather than confined to English
- Monitor the impact of literacy initiatives on pupils' reading competency, communication and academic success

### 4. Promoting Evidence-Informed Practice

- Ensure that teaching approaches are grounded in research-informed and evidence-based strategies
- Provide clear guidance on effective pedagogy (e.g. modelling, retrieval, scaffolding, questioning)
- Evaluate the impact of teaching strategies on pupil learning and progress over time

### 5. Ensuring Responsive Teaching Based on Pupil Need

- Establish systems that ensure teachers have access to accurate and meaningful information about pupils' starting points and needs
- Promote the effective use of assessment to adapt teaching and address gaps in learning
- Ensure teaching is responsive and supports pupils to learn well and remember more

### 6. Championing Inclusion and Equity

- Ensure that provision for disadvantaged pupils, those with SEND, and vulnerable pupils is a whole-school priority
- Monitor the quality, consistency and impact of adaptive teaching and targeted provision
- Hold leaders accountable for reducing gaps in progress and attainment
- Ensure barriers to learning are identified and systematically addressed

### 7. Developing Teacher Expertise

- Ensure all teachers have strong subject knowledge and pedagogical understanding
- Promote a culture where high-quality teaching is valued, shared and continuously improved
- Deploy expertise effectively across the school to support improvement

### 8. Leading High-Quality Professional Development

- Design and implement a coherent, evidence-informed CPD programme aligned to school priorities
- Ensure CPD focuses on improving teaching, strengthening subject knowledge, and meeting diverse pupil needs

- Evaluate the impact of CPD on classroom practice and pupil outcomes
  - Support leadership development at all levels, particularly Heads of Department
9. Ensuring Robust Quality Assurance and Accountability
- Maintain rigorous processes for monitoring, evaluation and self-assessment
  - Use a wide range of evidence to inform school improvement planning
  - Hold middle leaders to account for the quality of teaching and outcomes within their areas
  - Report clearly on the impact of teaching and learning strategies
10. Securing Strong Outcomes for All Pupils
- Ensure that all pupils, regardless of background or need, make strong progress from their starting points
  - Monitor trends in attainment, progress and participation to identify and address gaps
  - Ensure pupils are well prepared for next stages of education, employment or training

**Heads of Department** are accountable for securing consistently high standards of teaching, learning and outcomes within their subject areas.

1. Embedding Highly Effective Teaching
  - Establish and maintain a shared understanding of excellent teaching within the department. Ensure consistency of practice across all classes and teachers
  - Monitor the quality of teaching regularly through lesson visits, work scrutiny and pupil voice
  - Address underperformance swiftly and support improvement
2. Developing Language, Literacy and Reading
  - Ensure explicit teaching of subject-specific vocabulary is embedded in all schemes of learning
  - Promote high standards of spoken and written communication in lessons
  - Embed strategies to improve reading fluency and comprehension within the subject
3. Using Knowledge of Pupils to Inform Teaching
  - Ensure staff use accurate data and assessment information to understand pupils' starting points
  - Support teachers in adapting lessons based on prior attainment, need and ongoing assessment
  - Monitor that assessment is used effectively to identify gaps and inform planning
  - Promote the use of evidence-informed pedagogy across the department
4. Securing Strong Progress for All
  - Ensure curriculum plans are sequenced effectively to build knowledge over time
  - Monitor pupil progress and intervene where progress is not strong
  - Ensure high expectations and appropriate challenge for all learners
  - Evaluate the impact of teaching on pupil outcomes and retention of knowledge
5. Championing Inclusive and Adaptive Teaching
  - Ensure teaching is adapted effectively for disadvantaged pupils, SEND learners, and vulnerable groups
  - Monitor the quality and impact of targeted provision and interventions
  - Work closely with SENDCo and pastoral teams to remove barriers to learning
6. Developing Teacher Expertise
  - Ensure all teachers demonstrate strong subject knowledge and pedagogical skill
  - Provide subject-specific guidance, resources and modelling of effective practice
  - Support early career teachers and others through coaching and mentoring
  - Keep up to date with developments in subject pedagogy and curriculum design

## 7. Leading High-Quality Professional Development

- Plan and deliver focused, evidence-informed CPD within the department
- Align CPD with whole-school priorities (e.g. literacy, adaptive teaching, assessment)
- Use monitoring evidence to identify development needs
- Promote collaboration, reflection and sharing of best practice

## 8. Accountability and Quality Assurance

- Carry out regular departmental self-evaluation against school and Ofsted standards
- Use data, monitoring and evaluation to identify strengths and areas for development
- Produce and implement clear improvement plans
- Report accurately to senior leaders on progress and impact

**Teachers** are responsible for delivering high-quality, inclusive and evidence-informed teaching that ensures all pupils make strong progress, develop their language and reading, and achieve well regardless of starting point or need. They do this through:

### 1. Delivering Highly Effective Teaching

- Plan and deliver lessons that reflect consistently high expectations and align with whole-school teaching and learning principles
- Use evidence-informed pedagogical approaches (e.g. modelling, guided practice, questioning and retrieval) to support learning
- Structure lessons clearly to build knowledge and understanding over time
- Create a purposeful and focused classroom climate that maximises learning time

### 2. Developing Language, Literacy and Reading

- Explicitly teach and reinforce subject-specific vocabulary, ensuring pupils understand and use key terminology accurately
- Provide regular opportunities for pupils to speak, write and articulate ideas clearly using appropriate academic language
- Support pupils' reading fluency and comprehension, including engagement with subject-specific texts
- Model high-quality spoken and written language and correct misconceptions in communication

### 3. Using Knowledge of Pupils to Inform Teaching

- Use knowledge of pupils' starting points, prior attainment and individual needs to plan appropriately challenging learning
- Apply assessment strategies to check understanding and inform next steps in teaching
- Adapt teaching within lessons in response to pupil responses and misconceptions
- Ensure planning supports pupils in building on prior knowledge and retaining new learning

### 4. Securing Strong Progress for All Pupils

- Maintain high expectations for all learners, ensuring appropriate challenge and support
- Ensure pupils develop secure knowledge and are able to apply and recall learning over time
- Monitor pupil progress regularly and take action where progress is less strong
- Support pupils to become increasingly independent, resilient and reflective learners

### 5. Providing Inclusive and Adaptive Teaching

- Adapt teaching to support the full range of learners, including disadvantaged pupils, those with SEND, and vulnerable groups
- Use scaffolding, modelling and flexible approaches to ensure all pupils can access and succeed in the curriculum
- Contribute to the planning and delivery of targeted support and interventions
- Work collaboratively with the SENDCo, pastoral teams and other professionals to remove barriers to learning

## 6. Demonstrating Strong Subject Knowledge and Pedagogy

- Maintain secure and up-to-date subject knowledge to ensure accurate explanations and appropriate challenge
- Use subject expertise to design and deliver learning that reflects curriculum intent and sequencing
- Anticipate and address misconceptions effectively
- Engage with research and best practice to continually improve teaching quality

## 7. Engaging in Professional Development

- Actively participate in CPD and professional learning opportunities to develop teaching practice
- Reflect on feedback from lesson observations, coaching and appraisal
- Collaborate with colleagues to share effective practice and improve consistency
- Take ownership of professional growth to enhance impact on pupil outcomes

## 8. Accountability and Professional Responsibilities

- Use assessment information to track progress and inform teaching
- Contribute to departmental and whole-school monitoring, evaluation and improvement processes
- Implement school policies consistently, including those relating to behaviour, assessment and inclusion
- Take responsibility for the progress, engagement and achievement of all pupils

**Pupils** are responsible for engaging fully in their learning and contributing to a culture of high expectations, ensuring they develop strong knowledge, language and reading skills and achieve well. They do this through:

### 1. Engaging in Highly Effective Learning

- Participate actively in all lessons, demonstrating focus, effort and a commitment to learning
- Follow classroom routines and expectations to maximise learning time
- Complete all classwork and homework to a high standard, showing care and independence
- Contribute positively to a purposeful and productive learning environment

### 2. Developing Language, Literacy and Reading

- Use subject-specific vocabulary in speaking and writing
- Contribute to discussions using appropriate academic language
- Read regularly, including subject-specific texts, to develop fluency and understanding
- Take pride in written work

### 3. Responding to Teaching and Feedback

- Act on teacher feedback to improve work and address misconceptions
- Reflect on strengths and areas for development in their learning
- Ask questions and seek clarification when needed to deepen understanding
- Engage fully in opportunities to practise, retrieve and apply knowledge

### 4. Securing Strong Progress

- Take responsibility for remembering and revising prior learning
- Apply knowledge and skills across different contexts and subjects
- Demonstrate resilience and perseverance when faced with challenge
- Strive to meet high expectations and continuously improve

### 5. Engaging with Inclusive Support and Adaptation

- Make effective use of support provided, including scaffolding, resources and interventions

- Work positively with teachers and support staff to overcome barriers to learning
- Demonstrate independence while accepting support when needed
- Contribute to an inclusive environment where all learners can succeed

#### 6. Developing Knowledge and Skills

- Take pride in developing secure subject knowledge across the curriculum
- Practise key skills, including reading, writing and communication
- Build on prior knowledge and make connections between areas of learning
- Show curiosity and a willingness to deepen understanding

#### 7. Commitment to Personal Development

- Take increasing responsibility for independent learning and organisation
- Reflect on progress and set goals for improvement
- Engage positively with opportunities that extend learning beyond the classroom
- Demonstrate a commitment to continuous improvement

#### 8. Behaviour, Attitudes and Accountability

- Maintain high standards of behaviour, effort and presentation
- Show respect for staff, peers and the learning environment
- Attend regularly and arrive prepared for learning
- Take responsibility for their progress, engagement and outcomes

**Parents and carers** play a key role in supporting their child's learning and helping them to achieve high standards. They do this through:

#### Supporting Learning

- Ensure regular attendance, punctuality and preparedness
- Promote positive attitudes and high expectations for effort and behaviour
- Support homework and independent study

#### Language, Literacy and Reading

- Encourage regular reading at home
- Support the development of vocabulary and communication skills
- Talk with children about their learning to deepen understanding

#### Progress and Achievement

- Take an interest in progress and review feedback
- Encourage children to act on feedback and improve
- Support revision and independent learning

#### Inclusion and Support

- Work with the school to support pupils with additional needs or barriers
- Engage with interventions and share relevant information
- Help remove barriers to learning where possible

#### Partnership with the School

- Maintain open communication with staff
- Attend parents' evenings and school events
- Support school policies on behaviour, attendance and learning

## **Teaching and Learning in Practice**

### **Curriculum Sequencing and Coherence**

Teaching is underpinned by carefully sequenced subject curriculums that are designed to build knowledge, skills and understanding cumulatively over time. Teachers plan learning with a clear awareness of what pupils already know, what they can do and how new content connects to, revisits and extends prior learning. This ensures that teaching is purposeful and rooted in curriculum intent rather than isolated lesson activities.

Curriculum sequences are deliberately structured so that pupils move from foundational knowledge towards increasingly complex concepts, disciplinary thinking and application. Teaching therefore prioritises helping pupils make connections within and across topics, enabling pupils to deepen understanding, avoid insecure or fragmented knowledge and develop confidence in applying learning in different contexts.

Teachers use their understanding of curriculum sequencing to inform decisions about teaching strategies, modelling, practice and assessment. This supports pupils in retaining learning over time, addressing misconceptions promptly and building the knowledge and understanding required for future learning, study and examinations.

### **Long Term Learning, Retention and Retrieval**

Teaching is designed to support pupils in remembering and building on what they have learned over time. Learning is understood as a cumulative process, where new knowledge is meaningfully connected to prior learning and secured through purposeful practice, retrieval and application. Teaching therefore focuses not only on immediate understanding, but on developing durable knowledge that pupils can recall and use independently.

Teachers plan opportunities for pupils to revisit and retrieve previously taught content in order to strengthen understanding and address gaps or misconceptions. Retrieval activities are used as a learning strategy rather than solely as an assessment tool, helping pupils to reinforce key knowledge, make connections and develop confidence in applying what they know.

An emphasis on long-term learning ensures that teaching prepares pupils effectively for future learning, assessments and examinations. By prioritising retention and transfer of knowledge, teaching supports pupils in developing deeper understanding, resilience as learners and the ability to apply learning across topics and subjects.

### **Disciplinary Literacy: Reading, Writing and Oracy**

Literacy is fundamental to learning across all subjects. Pupils are explicitly taught how to read, write and speak in ways that are appropriate to each subject discipline, enabling them to access ambitious curriculum content, develop understanding and communicate thinking with increasing accuracy and confidence. Literacy is therefore embedded within subject teaching rather than treated as an additional or separate requirement.

Reading is prioritised as a key tool for learning through the school's developing TextSavvy approach. Teachers support pupils in engaging with increasingly complex texts by explicitly modelling how to read for meaning, interpret subject-specific language and make sense of unfamiliar vocabulary. This enables all pupils, including weaker readers, to access the full curriculum across subjects.

Writing and oracy are used purposefully to support learning and thinking. Pupils are taught how to structure written responses and articulate ideas in subject-specific ways, while classroom talk, questioning and discussion are used to deepen understanding, clarify misconceptions and develop confident, thoughtful learners. Oracy is also delivered to pupils through the tutorial programme. Staff professional development in literacy is informed by evidence-based research, including guidance from the Education Endowment Foundation (EEF). This supports staff in developing effective approaches to reading, writing and oracy within their subject disciplines, aligned with the school's curriculum priorities and the TextSavvy approach.

## Marking and Feedback

The policy aims to ensure that marking and feedback are purposeful, proportionate and focused on supporting pupils' learning over time.

- Marking and feedback should not be onerous for teachers. Feedback is used to help pupils identify strengths, address misconceptions and understand how to improve their knowledge and skills.
- A range of feedback approaches, including verbal and written feedback, are used according to professional judgement and subject need. Not all work requires written marking.
- Teachers use the Marking and Feedback Fundamentals to ensure a consistent, manageable approach that supports long-term learning and progress.

M	Meaningful, manageable and motivating (DofE, 2016).
A	Accessible to pupils
R	Reference to success criteria and learning/assessment objectives
K	Key subject marking codes (Literacy based with subject specific elements)
I	Identify WWW/EBI
N	Next steps/Challenge
G	Give time for response (DIRT)

**Feedback expectations:**

- Common formative and summative assessments within departments (in-line with curriculum maps), issued via Google Classroom
- Formative and summative assessment feedback to be in-line with school homelearning schedule, and provided as frequently as stated below
- Shared departmental mark-books issued by HOD via Google Sheets
- Individual feedback given to pupils via Google Classroom as a 'private comment' for that piece of work, or as comments within the work – using WWW and EBI with next steps/questions
- Whole-class feedback shared in lessons to summarise common strengths and weaknesses
- Encourage pupil responses as a 'private comment' or green or highlighted edits within the work

**Individual and whole class feedback to be given as follows:**

Subject	Key Stage 3	Key Stage 4 & 5
ENGLISH	Every 2-3 weeks	Every 2 weeks
MATHS	Every 2-3 weeks	Every 2 weeks
SCIENCE	Every 2-3 weeks	Every 2 weeks
HISTORY	Every 3 weeks	Every 2-3 weeks
GEOGRAPHY	Every 3 weeks	Every 2-3 weeks
R.E.	Every 3 weeks	Every 2-3 weeks
PSHE	Every 3 weeks	Every 2-3 weeks
MFL	Every 3 weeks	Every 2-3 weeks
ADT	Every 3 weeks	Every 2-3 weeks
PE	Every 3 weeks	Every 2-3 weeks
ICT/BUS	Every 3 weeks	Every 2-3 weeks
DRAMA	Every 3 weeks	Every 2-3 weeks
MUSIC	Every 3 weeks	Every 2-3 weeks
ART	Every 3 weeks	Every 2-3 weeks

Literacy/Feedback Making Codes	
<b>sp</b>	Spelling error
<b>//</b>	New paragraph
<b>/</b>	New sentence
<b>gr</b>	Grammar
<b>p</b>	Punctuation
<b>^</b>	Missing word
<b>exp</b>	Explain/elaborate
<b>??</b>	Reword/quality of written communication is poor
<b>t</b>	Incorrect tense used
<b>mu</b>	Missing unit
<b>ww</b>	Wrong word

## Homelearning

Homelearning is designed to support and broaden pupil understanding and provides them with the opportunity to use and develop their independent thinking and learning skills. Being able to work independently to research, apply and retrieve information is key to pupil success. As pupils' progress through their educational journey, they are required to learn progressively independently and as such we aim to use homelearning as a tool to not only broaden their knowledge base but also to enhance the skills that they will require as they enter their GCSE and A level years. Through the practice of homelearning, pupils will also develop wider skills such as self-regulation through time management, which becomes all the more important as pupils' progress onto higher education and the working world.

Homelearning will focus on one of the following in order to build the skills and knowledge that pupils need:

<b>Home Learning Option 1</b>	Flip Learning	Tasks that enable pupils to explore subject matter or topics, in readiness for future learning that takes place in the classroom. Allows pupils to independently collect and understand the information part of the work done before the lesson.
<b>Home Learning Option 2</b>	Low Stakes Test	Google forms, Kahoot, Quizziz or Flubaroo can be used to set up questions and small tests that mark themselves. This will give teachers and pupils the chance to see knowledge progress over time, as well as focusing on areas of weakness.
<b>Home Learning Option 3</b>	Exam Question	An assessment tool that can be used to give teachers the opportunity to give detailed feedback to pupils. A single question is set and the pupils can either send in their responses via Google classroom or hand it in to the class teacher in a subsequent lesson.

Homework will be set as per the quantity listed below. There is flexibility within this schedule as to exactly when homework is set each week. This is to optimise the relevance of homework to the progression of learning for pupils.

- **In Key Stage 3**, pupils will be set homelearning activities at least once a week for English, mathematics and science and once a fortnight for all other subjects.
- **In Key Stage 4**, pupils will be set homelearning activities for each subject at least once a week.
- **In Key Stage 5**, pupils will be set homelearning activities for each subject unit at least once a week.

## **Assessment (See Assessment and Reporting Policy for further details)**

Overall: Purpose of Assessment

- Assessment is integral to teaching and learning, not a standalone activity
- It provides evidence of pupil learning and the impact of teaching
- It enables teachers to plan, adapt and refine teaching to support further progress

Focus on Learning

- Emphasis is on what pupils have learned, not just what has been taught
- Assessment identifies and helps to address gaps in knowledge so that pupils can progress
- It supports pupils to retain prior knowledge and build new skills over time

Adaptive Teaching

- Assessment should be used to inform responsive and adaptive teaching
- Teachers use assessment to adjust instruction and target gaps in understanding
- This ensures all pupils are supported to make sustained progress from their starting points

Pupil Understanding

- Pupils should clearly understand what they need to know and be able to do to succeed
- Assessment helps pupils recognise where they are in their learning journey
- It should be used as a tool for learning, not just testing

Approach to Assessment

- Assessment includes a balanced use of formative and summative methods
- It evaluates knowledge, understanding and skills

- It reflects how well pupils are meeting curriculum expectations

#### Curriculum Alignment

- Assessments are driven by departmental curriculum intent and disciplinary knowledge
- They prioritise deep understanding over outcome-driven models
- KS3 assessment builds breadth and depth, preparing pupils for KS4

#### Progression

- Assessment supports a continuous learning journey from KS2 through to KS4
- It ensures a coherent development of knowledge and skills over time

### **Inclusive Practice**

The school is committed to inclusive practice that enables all pupils to access an ambitious and appropriately challenging curriculum. High expectations apply to all learners, including those with special educational needs (SEND), pupils with English as an additional language (EAL), and those who are disadvantaged. Inclusive practice is rooted in Quality First Teaching, with adaptation and support planned within lessons rather than reliance on withdrawal or separate provision.

Teachers adapt their teaching to meet the needs of pupils while maintaining curriculum ambition. This includes careful consideration of prior knowledge, clear explanations and modelling, purposeful scaffolding, and checking for understanding. Staff draw on shared strategies, including ELKLAN-informed approaches, to support communication, language development and learning within the classroom.

Support for pupils with SEND and those with EAL is underpinned by strong collaboration between teachers, additional adults and specialist staff. Teaching assistants are deployed strategically to promote independence and learning rather than task completion. Adjustments are made to support access, engagement and progress while ensuring that pupils remain fully involved in subject learning.

### **ELKLAN**

ELKLAN is part of the ECASS project and offers speech and Language support for 11-16-year old pupils in school. It promotes learning for all especially SLCN learners by providing strategies to support during teaching. It encourages educators to be more aware of SEND learners in the classroom and adapt strategies accordingly during interaction and delivery on an ongoing basis. Some strategies that have been employed by staff are:

- Facilitating a communication chain which ensures effective communication during learning; ensuring it is a “2-way street” between teachers and learners.
- Creating a calm: stimulating, supportive and well ventilated learning environment for all learners; to ensure everyone is more comfortable and confident to share during lessons.
- Use of pair/share activities to allow everyone a chance to use and develop language/vocabulary and express thoughts during lessons.
- Use of modelling techniques regularly to illustrate how to solve simple to complex problems
- Structured talk and disciplinary literacy strategies are used to support language development, enabling all learners to express ideas with clarity and precision.
- Encourage all learners to demonstrate understanding independently or in groups through use of mini white boards and independent practice in books.
- Support learners to summarise knowledge through use of tools such as mind maps as a key revision strategy.

Promoting learning using these strategies is an ongoing process where there is constant reviewing and evaluating of learning. Strategies are adapted as it deems fit to gain the most favourable outcomes for our learners.

The ELKLAN project is improving pupil outcomes. Teachers are using the strategies in a classroom setting which opens up an access route to learning for all learners not just pupils with SLCN needs, Literacy difficulties, dyslexic pupils, and those with ASD but every pupil can benefit.

Teachers have received training in school from the ECASS team. All staff learned strategies for supporting SLCN pupils in lessons. Using the ELKLAN strategies enables pupils to achieve their outcomes and removes barriers to learning. The ELKLAN champions have also facilitated INSET to teachers and governors showing them strategies that can be used to support learners.

### **ELKLAN Champions**

Some members of staff have become ELKLAN champions. They followed a fully accredited course. We have ELKLAN Champions in the core subjects:

EAL TA Department

Teacher - Maths Department

Teacher - English Department

HLTA SEN

TA SEN

EAL Department

Teacher - ICT Department

Head of EAL/LAC Coordinator

The above staff have knowledge and strategies to help all pupils with SLCN. They can offer strategies for teachers who may require knowledge of the communication chain, they are able to support staff and offer strategies for creating communication, memory and learning, promoting vocabulary development, and supporting expressive language skills. In addition, they have the knowledge to promote effective communication and social skills so that barriers are removed from the learning environment.

### **Textsavvy Enfield Partnership**

The school is an active participant in the TextSavvy Enfield programme (2025–2027), a borough-wide literacy partnership with Enfield Council and Greenshaw Research School. This work strengthens our whole-school approach to disciplinary literacy by supporting the development of consistent, evidence-informed practices for teaching reading across the curriculum. Through this programme, staff are trained to explicitly model strategic reading, teach subject-specific vocabulary and accurately identify and address reading barriers. The programme also supports leadership in implementing sustainable literacy improvement through high-quality professional development and collaboration with other schools. This ensures that reading is prioritised across all subjects, improves access to the curriculum for all pupils, particularly those who are disadvantaged, and prepares pupils for the demands of Key Stage 4 and beyond.

# Monitoring, Evaluation and Development of Teaching and Learning

## Aims

- To make secure judgements of teaching and learning across the school in order to support staff development and maximise the learning experiences of our pupils
- To ensure that high standards of professional performance are developed, established and maintained
- To identify whole school, group and individual training needs across the school and to ensure that professional development opportunities are in place to support in identified areas
- To ensure that best practice is established, maintained and shared within the school

## Methods

In order to monitor and evaluate the standards of teaching and learning within school a number of quality assurance measures are in place. These include:

- Lesson observations
- Learning Walks
- Work Scrutiny/'Book looks'
- Pupil Voice Questionnaires
- Staff Voice Questionnaires

## Lesson Observations

Lesson observations aim to gauge standards within the classroom as well as overtime. They also enable targeted support for individual staff. Lesson observations:

- form part of the school's ongoing assessment of teaching standards
- provide key information on areas of strength and for development within the school, within departments and for individual members of staff
- enable bespoke CPD to be implemented in order to support whole school, departmental and individual staff development

In terms of general practice, staff will be formally observed once each term. Most observations will be paired to enable both quality assurance and the sharing of good practice. Lesson observations will be recorded using CPD genie.

Staff will be given oral as well as written feedback after each observation. Where standards are viewed to require development, further observations may on occasion take place.

## Learning Walks

- Learning walks are part of an internal process to share good practice and see the impact that CPD has had within the classroom. All members of staff will be part of this process, with learning walks being completed by teachers at every level.
- Information gathered during these learning walks will not focus on individual members of staff but will instead consider areas of strength within departments/the school as well as further training needs that may be of value to staff.
- The focus of the learning walks will centre on those areas that have been covered in CPD sessions each half term and as such the criteria will be altered accordingly.
- A focus on the quality of questioning and the level of challenge through scaffolding will form part of regular learning walks, ensuring consistency and ambition in classroom delivery.
- Guidance is given to staff regarding the areas of focus and additional training is given through focus workshops and during the Teaching and Learning briefings that take place each week

- Learning walks take place once every term

### **Work Scrutiny/Book Looks**

Work scrutiny or 'book looks' take place in departments and by HOD or members of SLT every half term. The purpose of 'book looks' is to:

- monitor the impact of marking and feedback on pupil progress and self-improvement
- assess the impact that teacher feedback has on pupil progress over time
- gain an insight into the level of knowledge and skill acquisition over a period of time
- assess levels of pupil scholarship and their effort and application in lessons
- monitor the use of self and peer assessment as a tool for pupil progression and the extension of knowledge
- provide opportunity to share and celebrate best practice across the school

### **Pupil Voice Questionnaire**

Pupil Voice questionnaires take place each term and focus on specific areas of school life including:

- The quality of teaching and learning
- Exam confidence and readiness
- Standards within the classroom in terms of attitudes to learning and ethos
- Safeguarding
- Ethos and the religious character of the school
- The school curriculum and enrichment

Information gathered from Pupil Voice questionnaires is used to:

- establish areas of strength and areas for development
- gain insight into attitudes to learning and pupil engagement
- ensure full awareness of safeguarding procedures
- devise CPD and learning support programmes
- ensure that pupils have an active voice and role to play in school evaluation and improvement

### **Staff Voice Questionnaire**

Staff Voice questionnaires take place each half term and focus on specific areas of school life including:

- Self-evaluation and identified areas of strength and for development
- Standards within the classroom in terms of attitudes to learning and ethos
- Safeguarding
- Ethos and the religious character of the school
- The school curriculum and enrichment
- Leadership and management within the school

Information gathered from Staff Voice questionnaires is used to:

- establish school priorities, areas of strength and areas for development
- gain insight into attitudes to learning, ethos and pupil engagement
- ensure robust implementation of safeguarding procedures
- devise CPD and learning support programmes
- ensure that staff have an active voice and role to play in school evaluation and improvement

## Staff Professional Development

At Bishop Stopford's we believe that continuing staff professional development is instrumental in leading our pupils to believe, strive and succeed. Following staff appraisal on an annual basis, staff needs are evaluated and a programme of training is formulated to meet both whole school training needs and those of individual staff.

Staff have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistent high standards of teaching and learning are maintained and National Teacher Standards are met. Bishop Stopford's CPD programme provides opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and to build whole school capacity.

### Internal CPD Opportunities

Available through:

- Staff CPD - Thursday Afternoons
- Twilight CPD - Once a half term
- Inset Days - as calendared
- Middle Leader Workshops - twice in a half term
- Safeguarding Meeting - Fortnightly

This gives us an opportunity to address the emerging needs of the school, in relation to the SDP and school calendar. We adopt an interleaving approach covering the fundamentals of lesson planning and delivery. We also ensure to use researched based practices to enhance our teaching and have developed a culture of sharing good practice amongst staff and departments. This is then supported by a robust quality assurance process.

### External CPD Opportunities

The school has a number of external platforms and support networks that are used to further develop our teaching staff. These are available to all staff at any time and can be used to support the internal CPD and key drivers that the school has identified.

CPD	Where can this be found	Summary
The National College	<a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a>	As a school we have bought into the National College CPD provision. The College provides a wealth of CPD opportunities for all staff at all levels and allows you to track courses that you have taken part in. Please speak to Peter Smyth should you have problems logging in.
Haringay Education Partnership (HEP)	<a href="https://haringayeducationpartnership.co.uk/about-hep-2/">https://haringayeducationpartnership.co.uk/about-hep-2/</a>	HEP are a schools led improvement company who are working with us to develop our Middle Leaders and also support the teaching in the school through the delivery of the Walkthru programme.
Professional development Library	School Library	A large collection of books linked to all areas of teaching such as support with different fundamentals to resources for different cohorts of pupils or material to develop teachers at

		different stages of their careers. These can be borrowed and returned as necessary.
Enfield Hub	<a href="https://traded.enfield.gov.uk/thehub/professional-learning-portal">https://traded.enfield.gov.uk/thehub/professional-learning-portal</a>	Follow the link to browse the available courses and request attendance through your line manager and Peter Smyth, AHT for teaching and learning.
PiXL	<a href="https://auth.pixl.org.uk/members/1">https://auth.pixl.org.uk/members/1</a>	Log in details change at the beginning of each academic year, look out for an email with the new password. PiXL runs a number of subject specific conferences suitable for Heads of Department and whole school conferences for senior leaders
Mary Myatt and Co	<a href="https://films.myattandco.com/catalog">https://films.myattandco.com/catalog</a>	A range of webinars, films and training opportunities are also available to inform teaching and leadership thinking
Teacher Unions (NASUWT / NEU)	<a href="https://www.nasuw.org.uk/be-involved/training-and-development.html">https://www.nasuw.org.uk/be-involved/training-and-development.html</a>  <a href="https://neu.org.uk/courses/national-cpd">https://neu.org.uk/courses/national-cpd</a>	Programmes offers a wide range of CPD including: <ul style="list-style-type: none"> <li>● Behaviour Management</li> <li>● SEND</li> <li>● Mental Health and Wellbeing</li> <li>● Teaching and Learning</li> <li>● Cultivating Creativity in your classroom.</li> <li>● Supply teacher CPD</li> </ul>
Exam Board Training	<a href="https://www.aqa.org.uk/professional-development">https://www.aqa.org.uk/professional-development</a>  <a href="https://qualifications.pearson.com/en/support/training-from-pearson-uk.html">https://qualifications.pearson.com/en/support/training-from-pearson-uk.html</a>	training can provide relevant knowledge and support by enhancing subject matter expertise, improving core teaching skills and providing support when the curriculum changes. This can also include effective exam prep and ensuring you are prepared to deliver internal assessments to benefit your pupils.

### **CPD Opportunities Email**

To support the vast number of CPD opportunities available, emails will be sent to staff with any training opportunities attached. As well as this, bespoke courses that are running from any of our partners will also be shared with the relevant staff.

### **Training for New Staff**

Any new full-time staff that join will be enrolled onto 'New Staff Training' which will run on a rotational basis throughout the month. This will be in the conference room. Staff will cover all aspects of the school including general induction topics, Safeguarding, T&L, Bromcom and Pastoral expectations. This is included into the whole school calendar.



# FINESSING THE FUNDAMENTALS

What impact do these have to raising standards?



Appendix 2 - T&L Classroom Poster

# T&L AT BISHOP STOPFORD'S



<b>Starter Activity</b>	<b>Am I focused and ready to learn?</b>
<b>New Content</b>	Where does the lesson fit into my Learning Journey?
<b>Learning Objectives</b>	<b>Why am I learning this?</b>
<b>Questioning</b>	Do I know the answers?
<b>Modelling</b>	<b>Can I use my knowledge to complete the task?</b>
<b>Retrieval / Recall</b>	What do I already know that links to the lesson?
<b>Challenge</b>	<b>Am I aiming high?</b>
<b>Independent Work</b>	Can I do this on my own?
<b>AfL</b>	<b>How do I know I've learnt it?</b>
<b>Scaffolding</b>	What are the steps to success?

## METACOGNITIVE THINKING

**BEFORE**

- Is this similar to a previous task?
- What do I want to achieve?
- What should I do first?

**DURING**

- Am I on the right track?
- What can I do differently?
- Who can I ask for help?

**AFTER**

- What could I have done better?
- What worked well?
- Can I apply this so other situations?

# Appendix 3 - Learning Journey Example from PE

