

TEIGN SCHOOL

TEACHING & LEARNING POLICY

2026/27

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1. INTRODUCTION

The purpose of this policy is to ensure consistency of Teaching & Learning across the school and for pupils to have every opportunity to achieve their full potential. A fair and equitable education is one in which pupils receive a comparable experience no matter which subject, classroom or teacher they attend.

2. VISION and ETHOS

Teign School is a school where we:

- ensure and celebrate achievement; so that every child achieves their aspirational goals;
- embrace and foster a love of learning; through innovation, creativity and an excellent environment for learning;
- are all part of the Teign Community; establish and build the values of citizenship and responsibility; strengthen links to put Teign School at the centre of the local community;
- support each other; through consistently high expectations, treating others as we wish to be treated ourselves encouraging tolerance;
- grow the 'best' mindset; where outcomes reflect pupils' true potential, and pupils are supported to feel, express and navigate their emotions in a functional way, building resilience through challenge in the learning experience
- are ready for the world; through the delivery of a broad, balanced and meaningful curriculum; the ability to work collaboratively as part of a team, to be work place and culturally aware; to grow future leaders.

3. TEACHING & LEARNING VALUES, EXPECTATIONS & PRIORITIES

3.1 Our Values:-

- Achievement - for all pupils to be given the tools and opportunities to reach their full potential.
- Excellence – in innovative, creative and inspiring teaching
- Expectations – consistently high to support all pupils to be the best they can be - *Pride through Success*

3.2 Our Expectations:-

- Teachers act in a professional manner at all times and meet the Teachers' Standards
- All pupils have a broad and balanced curriculum which offers them the best opportunities and life chances
- Pupils make outstanding progress
- Pupils respect their right to an education and make the most of the opportunities available to them

3.3 Our Priorities:-

The key priorities facing the School in terms of Teaching and Learning are characterised as follows:-

1. Building strong classroom routines to enable a great learning environment for all

- a) Consistent approach to lesson entrance and exit
- b) Pride in Presentation
- c) Securing 100% attention to reduce cognitive load and ensure **all** students can attain to the learning

2. Explicit Instruction for Understanding

- a) Providing a consistent approach across the school to deliver new content (Modelling I, We, You) including a consistent language which is targeted at supporting our disadvantaged learners, and therefore benefiting all learners
- b) Extending all pupils through accountable and appropriate questioning techniques, which are appropriate to the task and effective in ensuring the teacher knows students understand as well as the use of extension tasks in all lessons
- c) Frequent 'checking for understanding', especially for SEN pupils through the use of 'Class Information sheets'/annotated seating plans to circulate and support our most vulnerable learners (SEND, PP, students of below average reading ages)

3. Supporting and meeting the needs of all students

- a) Through 'Knowing our students' – all staff have blue clipboards with Class Information Sheets and Annotated seating plans

4. Circulation and Action – regularly circulating using planned routes to check in on students who find it hardest to learn and also to identify and immediately address misconceptions

5. Adaptive and Responsive teaching: using a range of assessment methods, relevant to the task and attainment of the group. This could include adjusting the pace, scaffolding, re-teaching in a different way or extended practice

6. Increasing Student Ratio

- Driving Thought – “Memory is the residue of thought.” Provide opportunities for students to think hard and regularly throughout lessons
- Drive Participation – increase the ratio of student participation v teacher talk. This is important to allow students the opportunity to consolidate their learning and apply it – building strong links in LTM. This could be achieved through independent practice, turn and talk, group rehearsal.

4. ASSESSMENT

Our assessment principle are grounded in the Four Pillars of Assessment as outlined by Evidenced Based Education (see appendix)

Feedback through assessment at Teign School is an integral part of the teaching and learning process for all pupils. Using the [EEF Teacher Feedback to Improve Pupil Learning](#) guidance this means that feedback must be appropriately timed and delivered, as well as made use of by pupils in order for it to be effective. The Evidence Based Education guide on The Four Pillars of Assessment (summarised in Appendix 3)

	KS3 – Years 7-9	KS4 – Years 10-11	KS4 – Years 12-13
Formative	Pupils receive verbal feedback as a routine part of lesson delivery Pupils receive timely whole-class or individualised feedback throughout each cycle in line with the principles of responsive assessment		
Formal Summative	Mid-cycle assessments (some subjects) End of cycle assessments (all subjects)	<u>Year 10</u> Mid-cycle assessments (some subjects) End of cycle assessments (all subjects) – at the end of Cycle 3 this takes the form of PPE Term 3b <u>Year 11</u> PPE1 – Term 1b PPE2 – Term 2b	Year 12 and 13 may be assessed in line with end of cycle assessment windows depending on course requirements. <u>Y12</u> PPE – Term 3b <u>Year 13</u> PPE – Term 2a
External		Spring and Summer public exam seasons Year 11 Some Non-Examined Assessments may work to spring and summer submission dates in Years 10 and 11	Spring and Summer public exam seasons Year 13 Some Non-Examined Assessments may work to spring and summer submission dates in Years 12 and 13

Note on Formal Summative Assessments in KS4 and KS5:

Pre Public Exams or Graded Assessments – Level descriptors are published before the assessments, but grades may be adjusted through moderation. They will be marked in accordance with Exam Board mark schemes and examiner reports, highlighting where Assessment Objectives or Success Criteria have been met. Teachers/leaders complete an exam analysis proforma which includes most common misconceptions and errors, overall successes and consistent gaps. Appropriate time is given to feedback sessions following PPEs and pupils are given time to practise and improve based on their feedback. The pupil is aware that these assessments form the basis of their report grades.

5. MONITORING AND EVALUATION

- 5.1 Consistency of this Policy is monitored through middle leaders and senior leaders. Please see **Appendix 2** which is a copy of the Quality Assurance process for T&L at Teign School
- 5.2 Monitoring takes place through the Raising Standards Leader (RSL) process, learning walks, book looks, department review processes, pupil feedback, parental/carers feedback, exam results, post-16 participation rates and through professional discussions and performance management process.
- 5.3 Senior Leadership evaluate the effectiveness of the Policy through school self-evaluation, subject reviews, Subject line management, external reviews, evaluation of examination results' feedback from staff, pupil and parent/carers questionnaires, and Governor visits.

6. TEACHING EXPECTATIONS

Teaching Standards – How this looks at Teign

Teaching Standards A teacher must:	 TEIGN SCHOOL
1. Set high expectations which inspire, motivate and challenge pupils - establish a safe and stimulating environment for pupils, rooted in mutual respect - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	Our classrooms are immaculately organised and arranged so that we can move around the classroom to Check for Understanding and hold pupils to account when they are working
	To promote strong relationships, we greet all pupils on entry with a smile and use a warm words and thank them on departure leaving with a positive attitude
	We insist the "Pride in Presentation" policy is followed, by circulating effectively and using regular presentation feedback for action in class
	We frequently point out ATL behaviours and the Teign Ten expectations
	In our spoken feedback, we relentlessly seek improvements in pupils' learning and our own
	We normally look after pupil books, with permission for pupils to look after their own e.g. for revision purposes, or to support classroom timetables.
2. Promote good progress and outcomes by pupils - be accountable for pupils' attainment, progress and outcomes - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these - guide pupils to reflect on the progress they have made and their emerging needs - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching - encourage pupils to take a responsible and conscientious attitude to their own work and study	Regular assessments are tactical to ensure responsive teaching with lesson time devoted to bespoke whole class, group and individual feedback
	RSL meetings at department and tutor level implement interventions to ensure pupils meet their aspirational targets
	We use overviews to clarify the big picture and build knowledge by identifying cross-curricular links and consolidate prior learning
	Our teaching files (paper or electronic) demonstrate our knowledge of up-to-date information about our individual students and graduated response sheets are working documents regularly updated
3. Demonstrate good subject and curriculum knowledge have a secure knowledge of the relevant subject(s) and curriculum areas, foster and	We use data to be sure of what it is students cannot do at the start of the year and plan accordingly
	We are experts of the curriculum and can articulate clearly what the subject intent is and how the curriculum builds knowledge and understanding over time

maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	We 'track' pupils as they work, picking up errors and misunderstandings at an early stage
	We break down the learning, building knowledge sequentially, checking for understanding at each stage
	Our teaching strategies are evidence informed
	We run clubs that demonstrate a passion for our subject area and other extra-curricular interests
	We do not dumb down academic terminology or our vocabulary but teach key vocabulary, check for understanding and explain as we go along (e.g. using Frayer models)
4. Plan and teach well structured lessons • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	We follow the Numeracy Strategy that employs the Sparx calculations methodology
	Lessons start with a silent DIN while the teacher takes an immediate register
	We stress the importance of the lesson's learning outcomes and progression steps
	We use moment by moment, skilful targeted questioning to incite curiosity and assess understanding and progress
	We set knowledge-based homework, giving success criteria and guidance to support parental engagement
5. Adapt teaching to respond to the strengths and needs of all pupils • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	We reflect on schemes of learning at regular department meetings and collaborate with colleagues across the MAT ensuring the centrally planned curriculum is appropriately adapted for Teign.
	Our teaching strategies are evidence informed
	Every teacher has a clipboard with 'Class Information Sheets' and annotated seating plans that identifies pupils by group and contains graduated response strategies for individuals (including disadvantaged, EAL, and SEN pupils)
	Pupils' work shows scaffolding and strategies to meet all needs where necessary
	We speak kindly to pupils and frequently remind them how much we believe in their potential. We find time in class to have 1:1 conversations to review recent progress and achievements and help them set 'next step' SMART targets

have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	We circulate regularly to track pupils, pick up misunderstandings at an early stage and check for understanding constantly
	Learning is challenging for ALL pupils.
6. Make accurate and productive use of assessment - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements - make use of formative and summative assessment to secure pupils' progress - use relevant data to monitor progress, set targets, and plan subsequent lessons - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	Pupils use purple pen to correct and improve their work in response to verbal feedback
	We make frequent use of low stakes quizzes within lessons to check for whole class understanding
	We use an agreed policy for marking literacy across the school, visible in live marking and when giving feedback on extended writing
7. Manage behaviour effectively to ensure a good and safe learning environment - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	We highlight positive behaviours and are firm and fair in following the 'Ready, Respectful, Safe' policy. We are a Rights Respecting school which means that we prioritise Article 3 (We act in the best interest of the child) and Article 28 (Every child has the right to an education)
	We support each other by consistently following sanctions and procedures, making reasonable adjustments where appropriate and maintaining high expectations at all times
	We use Attitude to Learning descriptors to explicitly outline the visible behaviours expected of students in class
	Silent Work – when pupils work individually, they work in silence, as evidence informs us the brain can focus on the specific task without having to use additional filters, thus it is a more productive mode of learning.
8. Fulfil wider professional responsibilities - make a positive contribution to the wider life and ethos of the school - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support - deploy support staff effectively - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Staff show their commitment through their wholehearted contribution to Parents' Evenings, Sports Day, Activities Week, Prom, celebration assemblies and contact with primary schools
	Cover work is of high quality and reflects high expectations of pupils as independent learners and shows support for cover supervisors by using the Teign Cover Proforma
	The CPD programme ensures teachers invite feedback from peers, especially through the coaching programme

communicate effectively with parents and carers with regard to pupils' achievements and well-being	Teachers make regular phone calls home to praise outstanding work and to discuss below expectation performance, behaviour or attendance
	We promote the wellbeing of ourselves and our pupils by amongst other things, celebrating successes together and sharing our challenges with those in a position to help

8. LINKS TO OTHER POLICIES

This policy should be read in conjunction with the following policies:-

- [Behaviour & Culture Policy](#) (*Ready, Respectful, Safe*)
- Teaching and Learning Handbook for staff

Appendix 1: Teaching Standards

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents and carers in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents and carers with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:-
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2:

Teaching & Learning - Quality Assurance at Teign School

QA Schedule – MLT/SLT

Type of QA:	When:	How long:	Led by:	Rationale:	Recording/Feedback:			
					Where	Who	Feedback	
							Verbal	Written
MLT Drop In	Fortnightly	5 – 20 mins	MLT	Open door policy. Each member of staff is dropped-in on once per fortnight during MLT time (TLR holders can also be used to support this). Slots should be rotated so that the same lessons are not always visited. Lesson drop-ins typically last no more than 5-10 minutes. Individual feedback is not required or may be informal or shared collectively in Dept meetings.	 Steplab 'Drop-in'	MLT	N	Y
SLT Drop-In	1 per half term	5 – 20 mins	SLT	Open door policy. Scheduled SLT drop-ins to provide individual feedback focusing on praising excellent pedagogical practice and one developmental area if appropriate. These are used as a barometer check to see where a subject team is currently and an opportunity to provide feedback to the department leader.	 Steplab 'Drop-in'	SLT	N	Y
Book Looks & Work Scrutiny	6 per year -3 x Dept -2 x MLT (SEND/PP) -1 x LINK	Up to 1 hr	MLT, SLT	Some of these will be subject specific conducted as a department within meeting time, some will be whole school to identify: excellent/consistent/inconsistent practice across all subjects with a specific focus on areas including: • Presentation of work • Opportunities to practise extended writing • OAIP/Supporting SEND/Graduated Response	Work Scrutiny Form	MLT	Y	N
Steplab Data Analysis	Fortnightly		T&L Lead / SLT	Gather information based on Steplab drop-ins/coaching completion to identify both individual and whole school themes which then formulate a rational for staff development/CPD.	 Steplab Steplab Reports and Analysis	T&L Lead	na	na

Other Forms of T&L QA/Feedback

Type of QA:	When:	How long:	Led by:	Rationale:	Recording/Feedback:		
					Where	Who	Feedback Required
Annual Review	Once per year	5 – 20mins Drop-in / Meetings	Reviewer, SLT,MLT	Focus on curriculum and implementation. Involves discussion with MLT, work scrutiny, student voice. Where possible we seek to involve external subject specialists or senior leaders to help QA the curriculum	Review Feedback	SLT	Y
					 Steplab 'Drop-ins'	SLT/MLT	N
Student Survey	Once per cycle (Tutor Time)	15 mins	Tutor/LoD	To gain feedback from student regarding the implementation and quality of T&L at Teign School	Microsoft Form	(AGL/CDK)	Y (To all staff)
Staff Survey	Once per cycle (Meeting Time)	Approx 15 mins	AGL/CDK	To gain feedback from teaching staff regarding the intent, implementation and impact of T&L strategies/consistencies used at Teign School	Microsoft Form	(AGL/CDK)	Y (To all staff)
Instructional Coaching	Fortnightly	5 – 20mins Drop in/ 20min Feedback Meeting	Coaching Team	Tailored incremental improvement of classroom practice – using Steplab and specifically targeted at the ESW Pedagogical Principles	 Steplab 'Coaching'	Coach	Y
				AGL/PRO to look at trends from Steplab analysis which will contribute to whole school meetings/morning deliberate practise sessions/feedback to department leaders where required		AGL PRO	N

Appendix 3:

Link: [The Four Pillars of Assessment - Evidence Based Education](#)