



Ambition

Courage

Respect

Teaching and Learning Policy

Date: July 2026

Review Due: July 2027

Author: MSM

Supersedes: Teaching and Learning Policy 2025

Review cycle: 2026–2028

This policy should be read alongside the Teaching and Learning Toolkit, Feedback for Learning Policy, Assessment, Tracking and Reporting Policy, Behaviour Policy and Home Learning Policy.

1. Rationale

At The Angmering School we believe every student deserves consistently excellent teaching. Our Teaching and Learning Toolkit provides a shared evidence-informed framework for Quality First Teaching, enabling all students to know more, remember more and apply their learning with increasing confidence and independence. Through a coherently planned curriculum, instructional coaching and high-quality professional development, we develop consistently strong classroom practice and reduce variability between classrooms.

2. Principles of Quality First Teaching

Teaching is underpinned by five evidence-informed principles:

Explanation: New learning is presented in carefully sequenced small steps, making links to prior learning and explicitly teaching key vocabulary.

Modelling: Teachers make expert thinking visible, demonstrate high-quality examples and gradually release responsibility.

Deliberate Practice: Students repeatedly practise important knowledge and skills so learning becomes secure and automatic.

Questioning: Teachers use questioning to check understanding, challenge thinking and identify misconceptions.

Feedback: Feedback is timely, responsive and enables students to improve.

3. The Angmering Classroom

Teachers consistently implement the school's agreed classroom routines, including:

- Positive threshold and meet-and-greet.
- Purposeful Do Now activity.
- Explicit teaching of subject vocabulary.
- Regular retrieval practice.
- Clear explanations and effective modelling.
- High-quality questioning using agreed whole-school approaches.
- Planned opportunities for deliberate practice.
- Responsive live feedback.
- High expectations for participation and behaviour.
- Purposeful lesson endings that review key learning.

4. Curriculum Implementation

The breadth of our curriculum is reflected in the breadth of our teaching. Teachers are expected to deliver an ambitious curriculum that values every subject and ensures that all

students experience high-quality learning regardless of the discipline being taught. Curriculum time is protected so that each subject can fully develop its intended knowledge, skills and disciplinary thinking. Through consistently high-quality teaching, students are supported to make meaningful connections across subjects, appreciate different ways of thinking, and develop the confidence to apply their learning in unfamiliar contexts. By maintaining breadth throughout Key Stage 3 and providing extensive choice at Key Stages 4 and 5, we ensure that every student is equipped to pursue pathways that match their ambitions whilst receiving an education that prepares them to contribute positively to society.

Teachers implement the curriculum as it has been deliberately designed by departments.

- Teach the planned curriculum with fidelity.
- Sequence learning coherently so knowledge builds over time.
- Revisit and retrieve previously taught knowledge.
- Make links between prior and new learning explicit.
- Identify and address misconceptions before moving on.
- Develop disciplinary knowledge, literacy and vocabulary alongside substantive knowledge.

5. Adaptive Teaching

Teachers maintain high expectations for every learner while adapting instruction rather than lowering ambition.

- Know students well.
- Use assessment to adapt teaching.
- Provide appropriate scaffolds and challenge.
- Ensure all students access ambitious curriculum content.

6. Assessment

Assessment is integral to teaching. Teachers use formative assessment, retrieval practice, questioning and assessment information to inform future planning and ensure students make strong progress. Detailed assessment arrangements are outlined within the Assessment, Tracking and Reporting Policy.

7. Feedback

Feedback is one of the five core principles of Quality First Teaching. Effective feedback helps students understand what they have achieved, identify misconceptions and know the next steps in their learning.

- Provide regular live verbal feedback during lessons.
- Respond to misconceptions as they arise.

- Provide opportunities for students to improve following feedback.
- Use written feedback where it has the greatest impact.
- Ensure feedback is purposeful, proportionate and focused on improving learning.

Further detail regarding expectations for feedback, marking and student response can be found in the school's separate Feedback for Learning Policy.

8. Literacy and Disciplinary Literacy

- Explicitly teach subject-specific vocabulary.
- Develop reading, writing and oracy within every subject.
- Support students to read, think and communicate like experts within each discipline.
- Promote a culture of reading across the school.

9. Professional Development and Instructional Coaching

Professional development is central to improving teaching.

- Whole-school Professional Studies.
- Instructional coaching.
- Department curriculum development.
- Collaborative planning.
- Learning walks and curriculum reviews.
- Evidence-informed CPD aligned to the Teaching and Learning Toolkit.

10. Quality Assurance

Teaching and learning are monitored through supportive quality assurance processes designed to celebrate strengths and improve practice.

- Curriculum reviews.
- Learning walks.
- Lesson visits.
- Student voice.
- Work scrutiny.
- Assessment analysis.
- Line management meetings.
- Instructional coaching.

11. Roles and Responsibilities

All staff are responsible for implementing this policy consistently. Leaders will provide appropriate support, coaching, monitoring and professional development to ensure that every student experiences consistently high-quality teaching.