



**St Edward's
School**

Unity - Achievement - Faith

Teaching & Learning Policy

Reviewed and Approved by Teaching, Learning, Assessment and Curriculum Committee

On: 10th June 2026

Next review date: Summer 2028

SLT is responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Our Mission Statement calls us to educate for life in its fullness and this, in tandem with nurturing confidence and maturity is at the centre of how we teach and help our students to learn. We seek to foster a curiosity and love of learning in our students and encourage them to be confident and independent learners, equipped with the skills and mindset to be lifelong learners.

Shared principles of Teaching & Learning:

St Edward's School is committed to building and sustaining the highest standards of teaching and learning. When students are learning they will:

- Build secure knowledge over time, enabling them to know more, remember more, and apply their learning with increasing fluency
- Have high expectations of themselves
- Develop resilience (show keenness and commitment)
- Display enthusiasm (show engagement and interest)
- Develop confidence
- Develop independence.

Therefore, the following principles will form the basis of all teaching:

- Learning activities are carefully designed to enable all students to think hard, engage meaningfully with content, and secure understanding.
- All students are made to think hard in their lessons, through appropriately challenging content and questioning that probes and develops understanding.
- Teaching is responsive, with teachers continually adapting their instruction based on ongoing assessment of students' understanding.
- Teaching assistants will provide additional support to identified students.
- Students will know what they are learning and why and will be supported to reflect on their progress and identify next steps in their learning.
- Learning makes regular reference to real-world application.
- Teachers use formative assessment strategies such as questioning, retrieval practice, and whole-class response techniques to check understanding and adapt teaching in real time.
- Teachers will use a range of formative and summative assessment strategies to check understanding throughout lessons and over time so that assessment informs students and teachers about their progress, and development needs.
- Feedback, both verbal and written, is used to identify misconceptions, guide improvement, and enable students to act on feedback to improve their work.
- Students' work demonstrates their thinking, development over time, and responsiveness to feedback.

- Home-learning is engaging, relevant, accessible and set regularly.
- The school's promoting positive behaviour policy is consistently applied.

Teaching is underpinned by a clearly sequenced curriculum that builds knowledge over time. Key concepts are revisited to support long-term retention, and retrieval practice is used to strengthen memory and understanding.

Management

It is the responsibility of every classroom teacher to always aim to develop their teaching skills and strategies, looking to continually improve their own teaching and make further opportunities to expand students' learning. It is the responsibility of Subject and Curriculum Leaders, supported by Senior Staff, most notably the Assistant Headteacher (Teaching & Learning) to provide opportunities and support through teacher learning communities, working groups, in-house training, specialist support and other training opportunities wherever possible.

Roles in detail

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- Planning high quality lessons that allow all students to make progress
- Self-evaluation of their subject knowledge and understanding of educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Using formative and summative assessment to identify gaps in knowledge and understanding, and adapting teaching to address these effectively.
- Implementation of relevant policies, and support for the aspirations of the school.

Form Tutors

Form tutors are responsible for contributing to, and monitoring the progression and well being of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- nurturing a love of reading through weekly tutor time reading;
- monitoring academic progress and attitudes of individual students through academic tracking;
- encouraging and developing the ability of students to plan, monitor and evaluate their own learning, taking increasing responsibility for improvement;
- review of behaviour, home-learning, use of standards passports, uniform, equipment and attendance.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring that the curriculum is coherently sequenced, ambitious, and enables students to build knowledge over time;
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress (in line with whole school policies) and setting targets for further improvement;
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (for example, more and most able students, disadvantaged students and gender groups);
- monitoring the impact of teaching on student learning, including how effectively students understand, retain and apply knowledge by regular sampling of home-learning, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes;
- observing teachers and giving formative feedback
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

Directors of Learning

Directors of Learning are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress, wellbeing and potential of all students, using assessment information to identify needs, remove barriers and set ambitious targets, ensuring all learning, including those who are disadvantaged, have SEND or face other barriers, are supported to achieve their potential;
- maintaining an overview of the experience of students in their year group by e.g. monitoring the number of virtues & behaviour points, use of the On Call System, cross-curricular activities (in liaison with relevant staff);
- monitoring the work of tutors and quality of tutor time, e.g. checking of student standards passports;
- monitoring attitudes to learning through, for example, checking attendance and home-learning and consulting student voice;
- reporting on relevant issues to the Senior Leadership Team and to other staff as requested.

Senior Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on school performance indicators, internal evaluation, and external accountability demands.

Effectiveness and Improvement

Evaluation of teaching and learning focuses on the impact of teaching on students' knowledge, understanding and long-term retention, alongside wider evidence such as student voice and work scrutiny.

This policy is informed by the principles of Embedding Formative Assessment (SSAT), ensuring that teaching is responsive, evidence-informed, and focused on improving student learning through ongoing assessment and feedback.

School Policies relating to Teaching and Learning

- Assessment, Recording and Reporting
- Positive Behaviour
- SEND
- Teacher Appraisal