

Teaching and Learning Policy

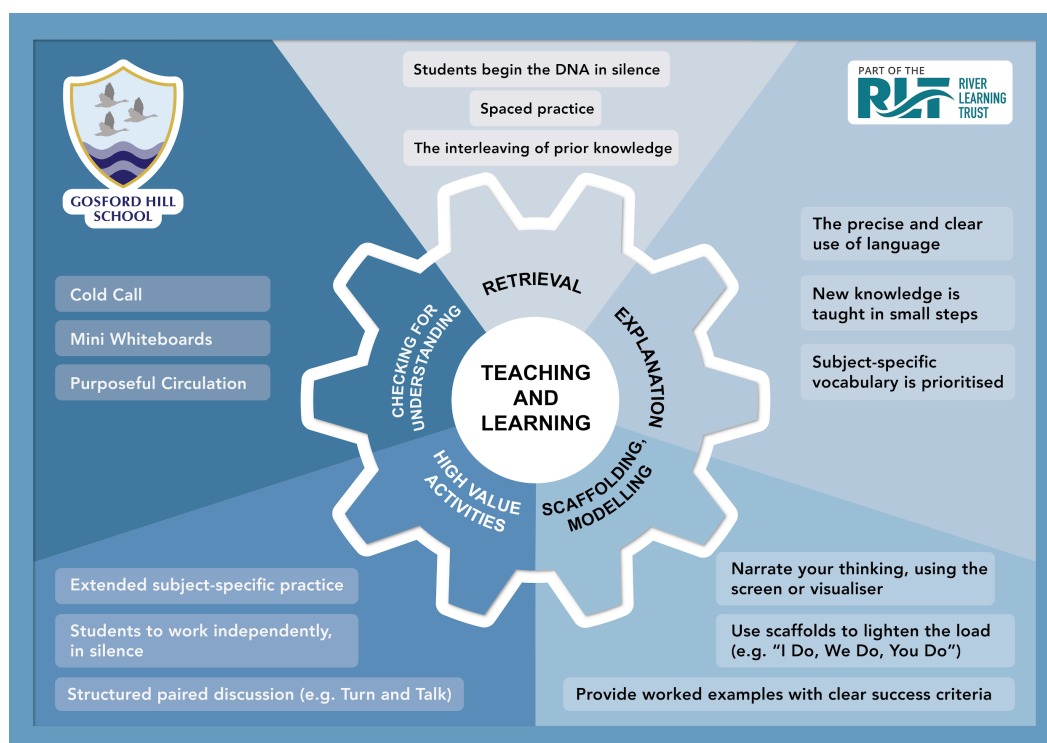
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Rationale and Vision

Effective teaching and learning lie at the heart of every successful school, and at Gosford Hill School, our focus is on delivering a robust, rigorous, and challenging curriculum with clarity and purpose. We are committed to providing high-quality teaching underpinned by high expectations and positive, purposeful classroom relationships. All teachers are expected to challenge, support and inspire every student, delivering consistently engaging and ambitious lessons that enable all learners to thrive. Our approach to teaching and learning is rooted in the latest evidence-informed research about how students learn best. Above all, our aim is to develop confident, knowledgeable and reflective learners who can remember, apply and build upon what they have been taught.

The Teaching and Learning Cog

How all students learn is more similar than different. Therefore, at Gosford Hill School, to support SEND, PP and EAL students, we use the T&L Cog to strengthen our **universal provision** built around **quality-first teaching** (rather than focusing upon individual deficits). The five key principles for the Teaching and Learning Cog are illustrated in the graphic below. The Teaching and Learning Cog also forms a clear basis for effective professional development for staff.



Core instruction in lessons is prioritised, as high-quality, whole-class instruction has a disproportionality positive impact upon SEND, PP and EAL students. Lessons should be proactively designed to be intentionally inclusive for all students from the outset, anticipating and removing barriers, whilst ensuring lessons are accessible and achievable for all. Beyond universal instruction and accessible design, any adaptations should be as lightweight as possible to bridge learning gaps. Where possible, we use temporary, in-class support rather than separate learning tracks. Effective checking for understanding is the backbone of inclusive teaching - this allows staff to build a context-specific approach based upon specific student needs.

Retrieval

Teachers seek opportunities for students to retrieve prior knowledge to help students see links between knowledge (schema) and increase the storage strength of what they have been taught.

1. Do Now Activities are completed in silence to embed knowledge into students' long-term memory.
2. Interleaving improves the brain's cognitive ability to distinguish between concepts and apply them flexibly.
3. Spaced practice boosts the long-term retention of knowledge, strengthening long-term memory.

Explanations

Teachers have a thorough subject knowledge and carefully plan and deliver explanations which help students understand and remember new knowledge.

1. The precise and clear use of language ensures that instructions and explanations are concise, having a disproportionality positive impact upon SEND, PP and EAL students.
2. New knowledge is taught in small steps to prevent cognitive overload and ensure learners can build understanding gradually and securely.
3. Subject-specific vocabulary is prioritised to develop precise understanding and enable learners to think and communicate accurately within the subject discipline.

Scaffolding-Modelling

Teachers explicitly demonstrate to students how to be successful in high-value tasks, with an emphasis upon 'access and excellence', creating a strong basis upon which students learn.

1. When modelling, the screen or visualiser is used by teachers to narrate their thinking, making the thought process visible.
2. Scaffolds, such as "I Do, We Do, You Do" support the gradual release of responsibility, guiding learners from teacher-led modelling to independent practice with increasing confidence.
3. Worked examples with success criteria provide learners with a model of excellence, securing the steps needed to achieve success.

High-Value Tasks

Teachers employ tasks which are well thought out to provide a high level of practice for all students. Tasks directly deepen students' understanding and develop essential skills.

1. Extended subject-specific practice embeds key vocabulary, develops fluency and increases exposure to core knowledge, skills and concepts over a sustained period of time.
2. Silent working during independent tasks reduces cognitive load and increases students' ability to process and retain information, particularly for SEND, PP and EAL students.
3. Structured paired discussion (e.g. Turn and Talk) is used to develop student oracy,

allowing students to articulate their thoughts before completing written activities.

Checking for Understanding

Teachers systematically check for understanding to identify misconceptions, inform timely re-teaching, and ensure that all pupils — including SEND and PP students — are supported to access and secure key knowledge.

1. Cold call is used as the primary mechanism to check student understanding, ensuring that every pupil is accountable for their learning and cannot 'opt out'.
2. Mini whiteboards are used to increase whole-class thinking and participation ratios, supporting the identification of misconceptions and gaps in student knowledge.
3. Purposeful circulation of SEND, PP and LPA students is used to decide whether additional explanation, modelling or scaffolding is required. Therefore, all staff use intentional seating plans.

Developing Literacy and Oracy

Vision and Rationale

At Gosford Hill School, we prioritise the need for students to possess effective literacy and oracy skills. Therefore, we have a relentless focus upon improving these skills so that every student is supported to achieve the highest outcomes. The ability to listen actively, speak clearly and communicate articulately is a fundamental part of the learning process and is essential in order to access the curriculum.

The duty that we have to ensure our students are literate is detailed in the DfE Teachers' Standards, which states that all teachers must demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English. All staff are therefore responsible for the promotion of literacy and oracy through high expectations of the written and spoken word. All subject teachers have a crucial role to play in developing students' academic and formal language, whether through modelling in conversations, facilitating classroom discussions or through explicit teaching of tier 2 and tier 3 vocabulary in lessons.

Aims

- To expose students to a wide range of challenging texts to increase cultural capital and support curriculum learning.
- To improve students' literacy skills – speaking, listening, reading and writing and expand their vocabulary repertoire.
- To ensure students can access the curriculum in all subject areas and improve life chances.
- To foster engagement with reading and promote reading for pleasure.

Literacy Skills - Practical Strategies for Lessons

In order to maximise progress in this area, each subject area should regularly review schemes of work to identify and include opportunities for extended reading and writing and oracy development.

Below are some practical strategies that should be planned in and implemented as, and when, appropriate:

- Resources with tier 2 vocabulary, command words, conjunctions and sentence starters used in lessons where appropriate.
- Whole class feedback identifies literacy errors and corrections.
- Use of knowledge organisers in lessons for embedding subject-specific terminology (tier 3 vocabulary).
- Use of model answers – pre-prepared or constructed during the lesson on the whiteboard or using the visualiser.

- Use of writing frames and structure strips for longer pieces of independent writing.
- Teach students different reading techniques for different purposes, e.g. skimming and scanning to locate specific information

Testing and Intervention

Students identified as significantly below age-related expectations receive specific intervention and support, both within and outside of lessons. The Lexia literacy skills program is used with students with the lowest reading age as identified by the NGRT data. Students whose progress on Lexia itself is low have 1:1 intervention with a HLTA on a weekly or fortnightly basis. Any other students identified as needing support are assessed and provided with bespoke intervention, either through the English department or the Librarian. Students are tracked to monitor the impact of these interventions.

Measuring Impact

It is essential that the impact of our whole-academy literacy policy is measured and reviewed. Below is a summary of the main activities undertaken:

- NGRT assessments.
- Literacy Assessment Online to measure progress of Lexia students.
- Regular work scrutinies across all year groups and subjects for literacy (including homework booklets).
- Lesson observations and teaching and learning fortnights with a focus upon literacy and oracy.

Oracy Skills – Practical Strategies for Lessons

Oracy is delivered as an integrated pedagogy and the Teaching & Learning framework supports the development of these skills in lessons. Specific strategies and techniques that should be used to support students in becoming confident and effective speakers include:

- Teaching students explicitly how to participate orally in groups and in the whole class:
 - Using talk to develop and clarify ideas
 - Identifying the main points to arise from a discussion
 - Listening for a specific purpose
 - Discussion and evaluation
- Structuring tasks in lessons so that students know the purpose of their listening and providing note-taking frames as appropriate.
- Providing students with the opportunity for discussion and debate in lessons (e.g. Turn and Talk tasks).
- Use questioning to elicit extended, independent responses and contributions that develop ideas in depth.
- Scaffolding students' verbal interactions and responses during lessons, for example by using sentence starters/literacy placemats.
- Using turn and talk in pairs to encourage discussion and ideas sharing.
- Ensuring students are given sufficient thinking time to respond to a question and to formulate an answer (also useful to provide mini whiteboards).
- Insisting that students repeat and improve their answer, where appropriate, following the oracy framework and using specific vocabulary.
- Providing students with the opportunity for public speaking /presentations in a formal setting such as assemblies and other events.
- Modelling an excellent standard of English and oracy to students, following the strands of the oracy framework.
- Providing students with feedback on both what they say and how they say it ("Say It Again, Better" - WalkThrus).

Continuing Professional Learning and Development

The CPLD programme links in with the appraisal process. All teaching staff now have one target, which is "to engage positively with continuing professional learning and development" (see RLT appraisal policy). Progress towards this target is evidenced throughout the year, primarily through engagement with the BromCom 'Performance Management' tab and 'CPD Reviews' tab.

All teachers are expected to keep a log of their professional development using BromCom, which should be focused on classroom practice and improving student outcomes.

The school's senior leaders, professional tutors, subject leaders, phase leaders and other TLR holders will support both teachers and learners by:

- Monitoring the quality of teaching and learning
- Providing a quality CPD programme which is responsive both to the needs of teachers and pupils
- Providing opportunities for the sharing of good practice
- Supporting individuals through, for example, coaching and INSET

Curriculum leaders are responsible for delivering subject specific CPD, as this is the most impactful when improving curriculum and T&L.

Sources and References

This policy is based upon a range of pedagogical literature and cognitive science literature. Some of the key sources are noted below:

- 'How Learning Happens' by Paul A. Kirschner & Carl Hendrick.
- 'Rosenshine's Principles of Instruction' by Barak Rosenshine.
- 'Rosenshine's Principles in Action' by Tom Sherrington.
- 'Teach Like a Champion' by Doug Lemov.
- 'Teach Like Nobody's Watching' by Mark Enser.
- 'Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques' by Tom Sherrington and Oliver Caviglioli.
- 'Motivated Teaching: Harnessing the science of motivation to boost attention and effort in the classroom' by Peps Mccrea.
- 'Retrieval Practice: Research & Resources for every classroom: Resources and research for every classroom' by Kate Jones.