



# Teaching and Learning Policy

This policy was approved by Cox Green School  
on  
12<sup>th</sup> June 2025

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	16/7/14	16/7/14	July 2015
1.2	Full Governing Body	7/7/15	1/9/15	July 2017
1.3	Teaching and Learning Committee	16/5/17	16/5/17	May 2020
1.4	Cox Green School Leadership Team	23/6/22	23/6/22	June 2025
1.5	Cox Green School Leadership Team	12/6/25	12/6/25	June 2028



### **Cox Green Teaching and Learning Core Principles**

#### **Be Kind. Be Respectful. Be Determined.**

To support a consistent approach to quality first teaching we have identified that effective teaching will:

- Be purposeful, efficient, clear and well structured;
- Show evidence of high expectations regarding progress, achievement and behaviours;
- Include carefully designed sequences with appropriate challenge to match learners' needs;
- Foster a positive and constructive atmosphere in which active learning is key and students are able to take risks;
- Provide balance between explicit and peer instruction;
- Take ownership of their own CPD and development.



### Our Cox Green Teaching and Learning Core Principles

#### **Routines: Students Are Ready to Learn**

- Teachers meet and greet students at the door of their classrooms and check uniform as students enter the room; they end and send in an orderly fashion.
- Students show they are ready to learn by having a equipment out on their desks.
- Do now activities are on the board and students start these immediately.
- The Big Question is used to create engagement and deepen thinking.
- Assessment criteria and learning outcomes are shared with students in a meaningful way.
- Students understand the expectations of 'Thinking time', 'Listening time' and 'Talking time' tasks.
- Strategic seating is utilised to challenge underachievement, promote learning and supports the level of challenge of each student through contextualised seating plans.

#### **Adaptive Teaching: Students' Varying Needs and Abilities Are Met to Aid Engagement and Progress**

- Teachers will be aware of the needs of their classes and plan accordingly to ensure all students are able to make expected progress.
- Teachers are aware of students who have gaps in their learning or development and plan for intervention.
- Teachers provide a range of activities and tasks which engage, develop skills, deepen knowledge and challenge thinking for high ability student.
- Teachers are aware of emotional, social and SEND needs of all students and plan accordingly to promote inclusion.
- Teachers use modelling to support and challenge all learners.

#### **Assessment for Learning: Students Are Motivated and Make Progress Within Individual & Sequenced Lessons**

- Questioning techniques are planned and develop thinking skills:
  - 'Cold calling' and 'thinking hard' time is embedded within the Cox Green culture;
  - Socratic questioning is used with command words;
  - Students are encouraged to question themselves.
- Peer instruction is frequently used, is meaningful and explicitly facilitates progress and ownership of their progress.
- Students frequently independently practise the application of skills, knowledge and understanding.
- Live marking is embedded within teachers' practice aiding personalised and whole class feedback.
- AFL strategies are planned, varied (as per our Assessment Policy) and lessons are adapted accordingly to address misconceptions.
- Student are given time to respond to feedback and do so in green pen.

#### **Retrieval: Students Revisit and Recall Previous Skills and Knowledge to Support Long Term Memory**

- Retrieval activities are embedded within teaching practice and activate prior learning from year to year, term to term and lesson to lesson.
- A range of activities are used to engage and challenge students such as:
  - Low stakes quizzes or retrieval warm-ups in a 'do now' activity;
  - Brain dumps;
  - Flashcards;
  - Plenaries and learning check points;
  - Home learning.



## **1. We Share the Cox Green Classroom Values**

Setting the tone for a purposeful learning environment is critical. Students learn, progress, and develop in a structured and stimulating classroom. Our shared expectations for the Cox Green classroom are set out below:

- Teaching and intervention from the teacher meet the needs of individuals;
- Lessons include opportunities for both explicit, independent and peer instruction;
- Questioning is used to assess knowledge and deepen thinking. It facilitates problem solving, evaluation and analysis;
- Retrieval practice is used to recall knowledge in line with curriculum sequencing;
- Retrieval and Interleaving is used to make connections between past, present and future learning;
- Timely assessment and feedback methods are used to motivate and encourage progress;
- Assessment data is used to accurately track progress and forecast grades;
- We explicitly teach skills for future learning and employment;
- Classrooms are clean and uncluttered setting the tone of a purposeful learning environment;
- Classrooms are a stimulating and engaging environment and should be used as part of the learning process in lessons.

### **1.1 We Use Adaptive Teaching Methods to Meet the Needs of Individuals**

In lessons, students grasp knowledge and skills of different topics at different rates. We therefore respond to individuals or groups in lessons as and when they need extra support or challenge.

We recognise that students can have gaps in their academic or emotional learning for a variety of reasons:

- Different students have diverse needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals;
- Teachers recognise that prior data is a starting point and have the awareness to adapt lessons to meet the need of any student at any time;
- The progress of all students is monitored to close any gaps through setting appropriate levels of challenge, utilising AFL strategies, personalised summative assessment feedback and question level analysis.

Teaching can be adapted in a variety of ways (this is not an exhaustive list);

- Through the application of PP support plans, NGRT literacy reports and STEP plans when adapting teaching;
- Contextualised seating plans which highlight students' individual needs and show how these are being met at any given time;
- Through additional explicit instruction;
- Through data tracking systems;
- Where there is a concern sustained over a prolonged period, despite teacher intervention, Subject Leaders should be informed.

Providing challenge within specific tasks could include:

- Deliberate grouping of students according to tasks (e.g. grouping HPA students together to work on a particularly challenging task or mixed ability grouping for peer teaching etc.);
- Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson, etc.);
- Support provided by a teaching associate (PA);
- Varying degrees of challenge within teacher questioning and response;



- Developing and adapting resources to both support and stretch students, considering all students' needs;
- Planning for different choices of tasks with varying degrees of challenge to suit all needs of the students.

## **1.2 We Provide Timely Assessment and Feedback Methods Are Used to Motivate and Encourage Progress:**

Formative assessment is integral to student learning:

- In all lessons we inform students of where they are going through sharing success criteria and skills grids - we assess students to find out where they are and give them feedback to help them get there;
- Feedback will directly relate these throughout the lesson.

The feedback will be focussed on moving learning forward by:

- Targeting the specific learning gaps that students exhibit. Specifically, high-quality feedback may focus on the task, subject and self-regulation strategies;
- Using a variety of methods to formatively assess students to help them get to the learning goal.
- Ensuring that we plan for how students receive feedback and respond;
- Implementing strategies that encourage learners to welcome feedback, and then monitor whether students are making progress.

## **1.3 We Use Questioning to Assess Knowledge and Deepen Thinking**

Effective questioning involves using questions in the classroom to open conversations, inspire deeper intellectual thought, and promote student-to-student interaction. Effective questions focus on eliciting the process, i.e. the 'how' and 'why' in a student's response, as opposed to answers which just detail 'what.' Using them in the classroom creates opportunities for students to analyse their own thinking, that of their peers, and their work.

## **1.4 We Use Retrieval and Interleaving Practice to Recall Knowledge in Line with Curriculum Sequencing:**

Retrieval practice is a strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge 'out' and examine what we know. As teachers, we are often inputting lots of knowledge to the students. This aspect of our practice encourages us to plan for students to recall the knowledge they can remember within a sequence of lessons, half-terms, terms and academic years.

Interleaving boosts learning by mixing up closely related topics, which encourages students to develop the ability to distinguish between multiple concepts.

## **1.5 We Explicitly Teach Skills for Future Learning and Employment**

We prepare our students for life in modern Britain and as future global citizens. All aspects of life at Cox Green contribute to the personal development and education that our students receive. We provide comprehensive and impartial advice, so students are confident to choose routes in further and higher education, training and the world of work. Teachers support this through:

- Linking curriculum themes to modern life;
- Teaching employability skills;
- Teaching cross-curricular themes;
- Highlighting career pathways and job opportunities within lessons.



**1.6 We Teach Communication, Literacy, and Numeracy at Every Opportunity Through:**

- Prioritising subject-specific literacy skills across the curriculum. (Tier 3 vocabulary);
- Teaching vocabulary to support students' development of academic language. (Tier 2 vocabulary);
- Developing students' ability to read and access sophisticated texts;
- Breaking down complex writing tasks, like essays and evaluations;
- Providing adequate independent practice of writing tasks;
- Providing opportunities for structured talk (oracy), like preparing debates or presentations;
- Providing high-quality literacy interventions for students who have gaps in their skills;
- Sharing common methods for numerical tasks e.g. graphs in Maths, Science and Geography;
- Teaching students to interpret data, charts, and diagrams;
- Teaching students to process information;
- Teaching students to solve problems and question answers;
- Teaching students to make decisions based on logical thinking and reasoning;
- Providing high-quality numeracy interventions for students who have gaps in their skills.

**1.7 We Ensure That 6<sup>th</sup> Form Teaching and Learning Aligns with the School Policy:**

In addition to adhering to the above, expectations 6<sup>th</sup> Form teaching and learning should:

- Provide students with opportunities to experience flipped learning activities;
- Provide opportunities for wider reading to enhance subject knowledge;
- Provide students with bi-weekly examination style question practice with feedforwards;
- Provide students with weekly additional independent study tasks for the equivalent of one period.

**1.8 We Work Collaboratively with Support Staff:**

- PAs are most effectively deployed in the classroom where they are informed of, and involved in the learning process (please also see the SEND Policy);
- Teachers provide the scheme of work to PAs in advance of teaching it;
- Regular discussion of student progress and wellbeing should take place;
- Teachers provide PAs appropriate guidance on their role within the lesson or sequence of lessons;
- PAs share their in-depth knowledge of the student being supported, particularly if progress differs significantly in other lessons.

**2. We Continuously Develop First Quality Teaching**

Senior and Middle Leaders across the school ensure that they review the quality of teaching and learning on a regular basis through:

- Work reviews;
- Developmental drop-ins to lessons;
- Quality of Education walks;
- Curriculum reviews;
- Stakeholder surveys;
- Reviews conducted alongside external agencies;
- Data tracking and analysis.

The outcomes of all the above, are shared with staff in an open and professional manner. Where standards of teaching and/or learning need significant development, appropriate support will be given, and further monitoring will take place as appropriate. This includes but is not limited to: coaching; bespoke CPD programmes; and whole school CPD sessions.



## **2.1 We Support Professional Development**

We believe that all teachers have both the right and the responsibility to engage in sustained and relevant professional development throughout their careers. We therefore, foster an environment where the emphasis is on development and not judgement, facilitating an “open door” and transparent system that promotes teachers to explore and try out new pedagogical research, take risks, share good practice and therefore become motivated in their own personal development. This is exemplified through our “open classroom fortnight” programme, where all teachers are invited to share best practice on a range of teaching and learning areas.

We provide opportunities for all staff to participate and engage in research-based CPD which is suited to the needs of the school, curriculum areas and individual teachers. Staff are also encouraged and supported in attending CPD hosted outside of school. All CPD is evaluated to monitor and maintain a high-quality experience for staff. Furthermore, staff are asked to reflect on the impact of CPD on teaching and learning throughout the academic year. The teaching and learning team, coaching team and colleagues across the school (where appropriate) support staff both formally and informally through feedback on work reviews, Quality of Education Walks and developmental drop-ins, as well as delivering training sessions.

## **3. We Set High Quality Cover and Inclusion Work**

### **Work For Cover Teachers**

We ensure that in our absence the quality of provision is of the highest possible standard and that learning still takes place. Therefore:

- We provide PowerPointed lessons which are in-line with teaching and learning expectations of and the sequence of learning prior to the absence;
- We provide up to date and contextual seating plans to support cover teachers with behaviour for learning;
- In the absence of a colleague, the Subject Leader or nominated person will check that the cover lessons are running smoothly and will liaise with the colleague covering the lesson prior to, and at the end of the lesson/s.

### **Work For Students Who Have Been ‘Excluded’/Long Term Absence:**

- Appropriate work is set and marked for a student from the first day of any type of exclusion from a lesson. Work set should be suitable for students to work independently.
- This is in language that the student clearly understands and the resources should be easily accessible.
- Where possible set work should match what is occurring in the learning environment so as to provide the student with a smooth re-integration.
- Where possible set work should be set using Teams or other appropriate platforms.
- Any completed work will be returned to the member of staff after re-integration meetings.

## **4. Communication of Policy**

This policy will be published on the staff intranet and on the school website.

## **5. Review of Policy**

This policy shall be reviewed every three years by the Senior Leadership Team.