



GRANGE SCHOOL

A Culture of Continuous Improvement

Learning and Teaching Policy

2026 - 2027

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Nothing is taught until it is learnt. (Nater, Galliore and Walton)

1. Purpose:

The purpose of this policy is to set out the principle guidelines to embed outstanding learning and teaching in all areas of the school. The policy and practice will therefore ensure all learners make rapid and sustained progress in all areas of the curriculum.

Through this policy we will ensure that there is:

- a. High quality teaching and learning experiences for all students.
- b. A framework by which excellence and challenge are provided.
- c. A coherence of approach and consistency of expectation.
- d. Raised attainment across all year groups ensuring all students make two sub level progresses at the end of each year. This will happen as a result of teaching which increases student motivation, participation and independence.
- e. Self-belief and a can do culture for both staff and students.
- f. Self-reflection and sharing of outstanding practice.
- g. The opportunity for students to develop the skills necessary to become independent, lifelong learners.

2. Scope:

This policy sets out practices that the school has put in place (and will be putting in place) to effectively implement the purpose of the policy and the expectations of all staff.

3. Background:

Our policy is founded on the beliefs that:

- a. All learners can make outstanding progress.
- b. Every teacher is entitled to be supported to become an outstanding practitioner.

At our school we aim to provide:

- A rich and varied learning environment that allows children to develop their skills and abilities to their full potential
- A stimulating environment that sets the climate for learning

At Grange, we believe the students will succeed through hard work and purposeful practice that will enable everyone to fulfil their potential. Ensuring consistency in all teaching and learning practices across the school and giving students the opportunity to immediate and purposeful feedback will empower them to improve their performance and encourage a growth mindset.

4. Teaching and Learning:

At Grange School we are clear about the outcomes we want to achieve:

- a. All lessons are outstanding or at least good.
- b. All students will make good progress in every lesson.
- c. All students who are underachieving will receive intervention which will help them progress faster to close the gap in attainment.
- d. All students will be aware of their current level/grade and know the next step that is required to make progress.
- e. All classwork and homework will be marked rigorously and thoroughly as indicated in the Schemes of Work (which hereon will be referred to as Schemes of Learning).
- f. All students will take pride in their work.

- g. All students will have neatly organised resources to ensure the progress outlined above.
- h. All students will have neat books that clearly illustrate the next steps they need to take to ensure progress.
- i. All students will develop independent learning skills.
- j. All staff and all students will endeavour to create and maintain a culture whereby it is the norm to achieve, develop and excel.

a. Teacher Entitlement:

We are clear that all teachers are entitled to support, to enable them to develop outstanding practice. This support includes:

- a. Clear guidance on every aspect of outstanding teaching and learning at Grange School.
- b. Planning resources such as detailed Schemes of Learning which provide clear guidance for each lesson including methods of assessment and how to measure student progress.
- c. Accurate and live data to plan outstanding lessons.
- d. Training and coaching through a minimum of six lesson observations per year with prompt feedback and clear steps for further development. In addition, teachers will have access to interactive tools and academic literature to improve their understanding of pedagogy and practice. Teachers will be expected to complete a minimum of three peer observations per year to aid professional development as well as having access to high quality professional development through CPD and INSET delivered by the Head of Learning and Teaching, Senior Leadership Team members and/or other partner agencies.
- e. Appraisal linked to teaching and learning

5. Roles and Responsibilities:

Governors will ensure:

- a. Effective and rigorous implementation and monitoring of the policy.

The Senior Executive Team will:

1. Monitor and evaluate the delivery and impact of the policy.
2. Provide appropriate support, training and resources for departments and individuals.
3. Modify and update the policy in the light of ongoing developments and changing needs of the school.

The Head of Learning and Teaching through the Heads of Department will:

1. Coordinate the long, medium and short term planning of schemes of learning taking into consideration the aims and objectives of the policy.
2. Monitor and evaluate consistent delivery of the policy for all members of their team.
3. Provide appropriate support to the staff in their team through training materials or coaching.

Teaching staff will:

1. Implement this policy by ensuring a consistent delivery of high quality learning experiences.
2. Be responsible for short term lesson planning, in conjunction with Subject Schemes of Learning.

All staff:

1. Need to be aware of the principles of the teaching and learning policy and understand how they can contribute to its implementation.

Students will:

1. Work positively within lessons to enable staff to implement the policy effectively.
 2. Complete homework set.
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1. Support the policies of the school by providing support for students at home, allowing them to continue to develop their learning effectively.

Teaching and Learning Policy into Practice

1. Schemes of Learning (formerly referred to as Schemes of Work)

Grange School uses Schemes of Learning as the planning tool to achieve the desired outcomes. These schemes are detailed to the degree that they make clear the lesson objectives, differentiated outcomes, activities, assessment including assessment for learning, homework, tasks to be marked and resources.

At Grange School all staff members are entitled to detailed Schemes of Learning which will be created by teachers within departments and monitored by Middle and Senior Leaders. It is the teacher's responsibility to adapt these Schemes of Learning to ensure outstanding progress for all students in their classes.

Therefore, we would expect to observe the following practices in lessons at Grange School:

2. Lesson Expectations

Planning

We believe that outstanding planning is integral to achieving outstanding teaching, learning and student progress. Therefore we expect that:

All lessons will be clearly and effectively planned within the Schemes of Learning.

Each teacher will use the teacher planner to adapt the lesson within the Schemes of Learning to ensure that all students in their class make outstanding progress.

Each teacher will keep and periodically review the data specific to their classes and will complete an action plan for meeting the needs of all students through teaching.

All lessons will have a clearly defined learning objective and multiple differentiated outcomes that have been planned rigorously, with resources and tasks adapted for the different level of learners.

The lesson delivered will be adapted to challenge all students to make progress irrespective of their ability.

Learning outcomes will be written or phrased so as to be measurable within the lesson, making clear the knowledge, understanding or skills that students will develop in the lesson.

Learning outcomes will be such that, if achieved, they will demonstrate better than expected progress for all students in the class.

Learning outcomes will be shared with the class in such a way that ensures all students can explain what they are learning and how this builds upon their prior learning. Students are responsible for tracking this in every lesson.

If a learning support member of staff is present, they will be able to explain what their role is in helping specific individuals or groups of students to meet the learning objectives.

Teachers' excellent subject knowledge will ensure that planning provides for all students to make outstanding or at least good progress.

Teachers plan for the effective development of literacy and numeracy skills within Schemes of Learning

Delivery

We believe that effectively planned lessons that are skillfully delivered with excellent teacher knowledge of students' needs will lead to outstanding teaching, learning and progress. Therefore, we expect that:

- Learning activities will be clearly recorded in the Schemes of Learning.
- All lessons will be structured according to the Lesson Plan Proforma (Appendix 1)
- Learning activities will be designed to enable students to meet the differentiated learning outcomes. Plan to meet the needs of individuals through effective differentiation.
- There will be an appropriate range of activities that will often be differentiated to ensure all students make progress with learning. The planned learning activities will be such that all students maintain concentration, motivation and application to stay on task throughout the lesson.
- Subject knowledge will be applied to interest, enthuse and challenge students.
- Resources will be used to help all students make progress and will therefore be suitably matched to all students' needs.
- Technology will be used appropriately to help all students make good or outstanding progress.

Spiritual, moral, social and cultural development

- The Schemes of Learning will ensure students are reflective about beliefs, values and the more profound aspects of human experience, using their imagination and creativity and developing curiosity in their learning.
- Lessons will provide opportunities to develop and apply an understanding of right and wrong.
- Students will take part in a range of activities that require social skills. Students will develop an understanding and respect for diversity in relation to gender, race, religion, culture and disability.
- Students will develop an appreciation of theatre, music, art, literature, sport and other cultural opportunities.

- Students will develop the skills and attitudes to enable them to participate fully and positively in a democratic modern Nigeria and Britain (since we offer British Education).

Classroom management

- Students will be provided with a safe and stimulating learning environment.
- The teacher will insist on high standards of behaviour, which have been clearly defined for the class with a clear system of appropriate rewards and sanctions, in line with the School Behaviour Policy.
- The teacher should facilitate students to lead aspects of the lesson and encourage student led learning.

Effective questioning

We believe that effective questioning is essential to evidence of good or outstanding student progress in all lessons. As a result, questions to ensure progress will be recorded in the Schemes of learning. In addition, we expect that:

- ❖ Questioning will be used regularly to gauge students' understanding, linked to the learning outcomes for the lesson.
- ❖ Questioning will be largely open, and challenging students to think
- ❖ Questioning will rarely be closed, other than to gauge basic knowledge or to recall prior learning.
- ❖ Students will be given thinking and discussion time, where appropriate, to encourage deeper learning.

Assessing student progress - Cycle Tests/ End Year Exams

- ❖ Each teacher will use various types of formative assessment (AFL Strategies) in each lesson.
- ❖ In each lesson students will complete a progress check (Identify what level they have achieved - All , Most, Some) and will reflect on their own learning. These will be completed in exercise books and marked by staff to help inform planning and class action plans.
- ❖ Assessment of students' progress will be ongoing throughout the lesson.
- ❖ Feedback given to students will relate directly to their progress towards meeting the learning objectives and will enable students to identify their next steps towards meeting those objectives.

- ❖ Students will have regular access to success criteria in the form of student-friendly level/grade rubrics and mark schemes, in order to assess their own progress.
- ❖ Students will be able to identify the level/grade they are currently working at, their target level/grade (by the end of the year / key stage) and the next steps they need to take to move towards meeting that target.
- ❖ Students will have target sheets embedded in front of each exercise book to ensure they are aware of the next steps needed to progress.
- ❖ End of year exams and cycle tests are implemented as per the annual calendar which is shared with students and parents at the beginning of the session. These assessments help inform students and teachers of gaps in learning and areas for improvement.
- ❖ Students are only given permission to be absent from cycle tests and end of year exams if they are sick or there has been a family bereavement. Absences for medical reasons will only be authorised if a medical note is provided. The school must be notified in writing of absences in order for them to be considered as authorised absence.
- ❖ No additional arrangements will be made for students who are 'unauthorised absent' for the exams.

3. Marking

At Grange School we ensure classwork and homework is marked and returned to students to achieve the outcomes laid out in the Marking and Feedback Policy. We believe that this will enable all students to be clear about how to progress.

To achieve this, work will be marked to support the following:

1. Help students re-write/improve the next piece of work
2. To correct errors
3. To grade work
4. To check the work was carried out
5. To set next steps targets

Furthermore, to achieve consistency of practice, Grange School has the following guidance to all staff when they mark. Students are expected to achieve the following standards:

1. Be aware of their current level in all subjects and their target grades.
2. Be clear about the next steps they require to improve in all subject areas.
3. Note the comments teachers have written at the end of their work and change their practice accordingly.
4. Use the Red Pen to mark their own (and other's work) and write a written response to all teachers' comments.

Staff are expected to achieve the following standard when they mark:

1. Set and mark homework/class work set out in the Schemes of Learning.
2. Record assessment onto Teacher planner.
3. Set and review targets at the front of each student's exercise books at least every six weeks.
4. Use a green pen to mark work (to distinguish from red pen in which students will be expected to mark and respond).
5. Ensure all marking gives clear guidance on the next steps needed to improve.
6. Mark rigorously and thoroughly to ensure progress.

4. Presentation

At Grange School we ensure all classwork and homework is completed to the highest standards. We believe that by highlighting the importance of presenting work in a neat and organised way, we will enable all students to take pride in their work and ensure rapid progress. Furthermore, this will allow students to create organised class and homework that will make it easier to revisit their work in the future.

To achieve this, teachers should insist that students present their work in the following way:

- A black/blue pen will be used for all written work.
- A red pen (pencil for Reception and KS1) will be used to write a written response to all teachers' comments in student's books.
- The date will be written on the embedded AFL sheet of every appropriate page and underlined with a ruler.
- The title will be written on the embedded AFL sheet of every appropriate page and underlined with a ruler.
- Pencil will be used for the drawing of diagrams.

5. Homework

At Grange School we ensure that homework is an integrated part of the curriculum that is planned within Schemes of Learning to increase student progress. We believe that homework encourages students to take responsibility for their own learning and develop independent working habits that have a major impact on student achievement. Therefore, homework allows students to do the following:

- To practise and consolidate work done in the class
- To help students prepare for future classwork
- To challenge students and extend learning into new areas and allow access to resources not always available in the classroom

To ensure homework plays a central role in ensuring at least good levels of progress at the end of the year, teachers should:

- Set high quality homework on a consistent basis
- Ensure students complete all sections in their planner

- Mark homework in green and make comments for improvement
- Check parents/carers have signed the student planner
- Run compulsory homework sessions for those who do not complete homework
- Support identified students as required to ensure completion of homework.

6. Classroom Procedures to support outstanding lessons

At Grange School we expect a number of classroom procedures to be followed to ensure consistency of practice leading to outstanding teaching and learning:

At the start of the lessons all teachers:

- Should be on time, meet the students at the door and have the lesson prepared so they can welcome the students into the classroom. (Punctuality/Preparedness)
- Should ensure the students are in the correct uniform.
- Should have a seating plan. (A copy should be given to the Head of Department and Head of Learning and Teaching)
- Should have a box of black, red and green pens and when it is necessary lend these to the students to ensure a quick and orderly start of the lesson.
- Should have an engaging starter activity ready for students to commence as soon as they enter the classroom.
- Should ensure that the date, title, objective and the starter activity are displayed on the board/Promethean Board and the students should begin the starter immediately.

- Should ensure students check the Learning Outcome tracker sheets in their books and review previous learning at the start of every lesson.

Underlined with a ruler write the title and date in their books, and copy the Title / learning objectives.

- Should share the lesson objectives and outcomes with the students making it clear how they will be able to show progress.

At the end of the lessons all teachers:

- Ensure an engaging plenary is done to assess learning and recap the main outcomes for the lesson.
- Ensure that all students are quiet and stand behind their desk to be dismissed by the teacher.
- Ensure that all students are dismissed on the bell, and they are not kept behind between lessons unless it is break or lunch time.

At the start of the lessons all students:

- Should be on time and wearing the correct school uniform.
- Should know where they are seated and immediately go to their seat in order to start recording and completing the date, lesson title and the starter activity.
- Should have their pens, pencils, and rulers ready. When they lack this equipment they should inform the teacher straight away.
- Should keep calm and quiet during the recording and completing the date, lesson title and the starter activity following the school presentation expectations.
- Should remain seated unless instructed otherwise by the teacher.

At the end of the lessons all students:

- Should engage in the plenary activity to review learning.
- Should return their equipment to the allocated location.
- Should return any borrowed equipment to the teacher.
- Should push the chairs in and stand behind their desk in silence to be dismissed by their teacher.
- Should leave the classroom in an orderly manner.
- Should move to their next lesson quickly without lingering around the corridors.

7. Monitoring

Monitoring teaching and learning enables the school to analyse and evaluate existing practices so as to ensure all staff are supported to facilitate outstanding teaching and learning opportunities for students. Monitoring of teaching and learning will be regular.

Lesson Plan format

The Lesson plan format supports planning of outstanding lessons at Grange School. (Appendix 1)

8. Literacy

All Schemes of Learning and each lesson should address the development of Literacy skills across the curriculum. We believe that teaching Literacy is the responsibility of all teachers at Grange School. Literacy includes the Key Skills of reading, writing and oral communication that enable students to access different areas of the curriculum. At Grange School all teachers should develop students' reading, writing and communication skills. All teachers should rigorously and thoroughly mark students' work to support literacy.

9. Numeracy

We also aim to develop the Numeracy skills of our students across the curriculum, the activities that address these aims will be referenced in the schemes of learning where appropriate. We believe that teaching Numeracy is the responsibility of all teachers at Grange School.

10. Teacher's Toolkit

A variety of useful resources are provided to all staff to reinforce good practice in teaching and learning for instance, in the Learning and Teaching section on the school Intranet.

11. Google Classroom usage

Every learner is given a Google account through which they can access the learning platform.

The Google Classroom platform shall be used as:

1. a means of communication
2. a means of collaboration
3. a means of reinforcing learning
4. a means of giving tasks including homework, projects and group work.

12. Virtual Learning

The Google Classroom platform shall be used for virtual learning.

Students must:

- Turn ON their cameras
- Wear school uniform
- Study, take notes, attend classes and participate in discussions.

- Ensure that in the classroom, words, gestures, posture and facial expressions must communicate thoughts and observations to classmates and teachers.

Exams

Food and drink

Food and drink are not normally permitted during an assessment but a bottle of water may be taken in by individual candidates who wish to do so. However, this is at their own risk as spillage may compromise the functionality of their computer and therefore their ability to complete the assessment.

Noise

Once the exam starts, complete silence must be observed throughout. The only reason for speaking to the invigilator is in the case of malfunction of the assessment or to report a reason to pause or abort the test e.g., fire **alarm**.

Communication

The “raise hand” facility is the only means to reach the invigilators.

Advice

No form of advice or guidance may be sought from the remote invigilators on the meaning or interpretation of any part of the content of the assessment.

Use of calculators

Candidates taking online assessments will have access to an online scientific calculator. Students may not use any other calculators during the exam.

Use of Notes, Books, Other electronic devices

The student’s workspace must be clear of books, notes; any other papers or internet enabled electronic devices including watches apart from the equipment students are using to take the assessment. There must be no notes or diagrams on the walls or other surfaces that may constitute help to the student.

Dress code

Students are to be appropriately dressed in school uniforms.

13. Subject areas use of Google Classroom (Virtual Learning Environment)

The following areas are required in all subject areas' rooms.

- ❖ General forum
- ❖ Topic specific discussion forum
- ❖ Links to lesson resources
- ❖ Homework tasks and hand in folders
- ❖ Exam specification for KS4
- ❖ Useful websites
- ❖ Past assessment materials
- ❖ Level/grade Descriptors

14. Policy/Procedures Review:

Review annually

15. Appendices

1. Lesson Plan Proforma

APPENDIX 1

Teacher		Date		Week	
Group		Period		Duration	
Type of Learners	Visual () Auditory () Kinesthetic ()	Subject		Room	
No of Learners	[Boys () Girls ()]	SEN	()	G & T	

Prior Learning	
Topic	
Starter	
Learning and Teaching Objectives	
	1.
	2.
	3.
Key Words	

Differentiated Outcomes:
All
Most
Some
Success Criteria:
Resources:

	Activity to maximise quality of learning and progress.	Differentiation : Reference to target groups (SEN/G&T)	Sign Post for progress (AFL). When is progress going to be assessed and how?
Lesson Activities			
Plenary			

Homework/ Independent Learning:	
Health & Safety /Risk Assessment	
Deployment of TA/AA,	

What does outstanding learning look like?

- 1 A positive atmosphere where pupils are actively engaged in *learning* (not just doing tasks)
- 2 Assessment for Learning strategies
- 3 Learning outcomes on the board (know, understand, be able to / All, Most, Some) and referred to throughout lesson
- 4 Appropriate pace and challenge
- 5 Pupils know their targets and how to reach them
- 6 Task adjustment for more and less able
- 7 High expectations of behaviour in line with our values and behaviour policy
- 8 Support staff working effectively with teachers
- 9 Careful preparation of resources and lesson plan
10. Independent learning (as an individual, pair or group)

Reflection and evaluation	
Reflection: • Were the lesson objectives realistic? • What did the learners learn today? • What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to the timings? • What changes did I make to my plan and why?	• • • •
Summary and Evaluation	
What two things went well? (Consider both teaching and learning.) 1. 2. What two things would have improved the lesson? (Consider both teaching and learning.) 1. 2. What have I learned from this lesson about the class or individuals that will inform my next lesson?	