



Teaching and Learning Policy

2025/26

AIM: (final result we are aiming to achieve):

Teaching and Learning is at the core of everything that we do as educators. This policy outlines the approach and methods we use to seek to further improve T&L at The English College.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." -Dylan Wiliam

RATIONALE: (The reason for which this policy has been written)

Teaching and Learning at The English College is developed through a research backed approach, which is built on the work of Rosenshine's Principles of Instructions through REMSAP. We seek to use a development approach that encourages a culture of sharing best practice and continuous development as we all continue our professional development journey.

The purpose of the teaching and learning policy is to provide the tools grounded on effective research and evidence based practice and to establish a developmental approach with the expectation of offering the highest quality of Teaching and Learning on a day to day basis.

GUIDELINES: (The principles/instructions/steps of the policy)

EC's Professional Standards

Part of EC's professional standards is the expected knowledge and behaviour of our teachers. Where teachers are expected to teach to at least the standard of The English College (very good):

Definition of Learning:

The consolidation and development of new learning - knowledge, skills and understanding - through 'good struggle.'

Amazing Learning:

Most learners make better than expected progress, showing the application of new learning - knowledge, skills and understanding - through innovative and inspiring tasks, where a high level of cognitive engagement is visible, linking to the real world and 21st C learning skills.

The Type of Learners we Want to Develop:

To inspire confident and passionate learners who will thrive and make a difference.

Beliefs About Learning:

The consolidation and development of new learning - knowledge, skills and understanding - through good struggle. REMSAP (more information can be found on page 5) is the mechanism which allows learning to take place.

Good Atmosphere:

An inclusive environment where students are encouraged to take risks and embrace the challenges of learning. They embody the EC values of respect, aspiration, integrity, resilience and gratitude, positively collaborate with peers and share a willingness to learn.

Life Competencies:

- Responsibility for their own learning
- Interactions, collaboration and communication
- Real world connections
- Links between learning
- Critical thinking
- Use of learning technologies
- Research
- Inquiry
- Enterprise
- Innovation
- International Learning Opportunities for Students (ILOS)

We are a school that presents opportunities for students to pursue passions; collaborating and connecting beyond the classroom through learning communities.

iSPs Learning Competencies

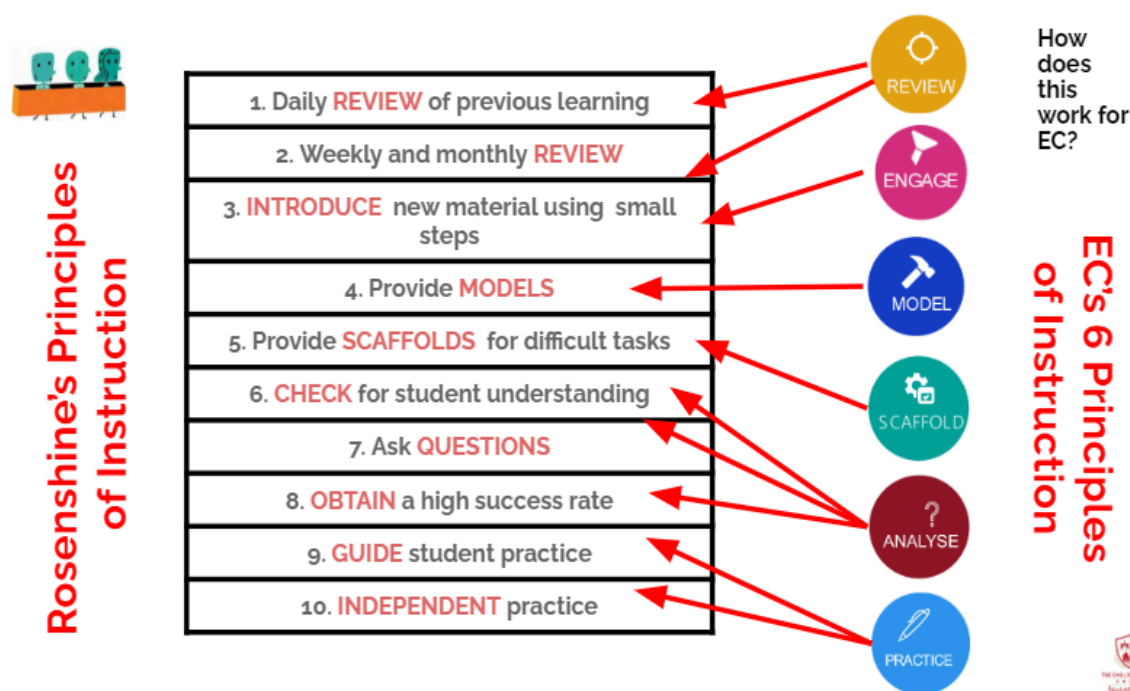
Competency	Description
A Focus on Learners and Learning - Teaching/LIP	You put learners and their learning first. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for all your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation. You are an active and valued member of dynamic learning communities.
Atmosphere - Teaching/LIP	You enable students to learn in a safe, open, caring, collaborative and inclusive atmosphere. Your students feel confident to have open and honest conversations about their learning and how they can get better. You create a positive atmosphere by building relationships, behaviours, and inclusive learning experiences that support a good struggle for all your learners. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better.
Evidence of Learning - Teaching/LIP	You gather, document and analyse evidence of learning from various sources and use this to identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. Evidence enables you to make secure judgments about your students' learning in line with their personal learning goals, age and appropriate expectations, and local, national and international benchmarking. You document and share evidence of learning to answer the questions: "What are my students learning?" and "How do I know?"
Improvement Planning - Teaching/LIP	You are committed to learning and getting better and ensure this improvement happens strategically and effectively. You are active and accountable for your contribution in setting your own professional goals, targets and action steps that focus on improving learning and gathering evidence to demonstrate these. You contribute to department and school learning improvement planning where possible and view the school's learning improvement plan as the central focus for getting better together.
In Partnership with Parents and Carers - Teaching/LIP	You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback and using this feedback to improve learning. You help parents and carers understand the school's shared ideas about learners and learning in ways that help them to engage confidently when talking about what their child is getting better at, what their next steps are, and how they will be supported at home. You ensure that the individual needs of parents and carers are understood and that they feel informed and involved as valued members of the school's learning community.

Leadership for Learning - Teaching/LIP	You see yourself as a leader for learning and demonstrate the same vision, values and commitment as school leaders to support students to continuously learn and get better. You take responsibility for where students are now with their learning and the targets and action steps needed to improve. You support students to become leaders of their own learning by helping them develop their voice, choice and ownership of their learning process.
Learning and Teaching - Teaching/LIP	You put learners and their learning first in your design and facilitation of learning outcomes, content and experiences, which are underpinned by positive and supportive relationships. You understand the types and phases of learning and apply your knowledge, skills and understanding of these to effectively facilitate learning, teaching, and assessing to meet the personalised needs of each student. You empower students to lead their own learning, supporting them to monitor, assess and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking action to further improve learning and teaching.
Learning Spaces - Teaching/LIP	You create and use spaces to support and demonstrate the school's shared ideas about learners and learning and the ways in which students are getting better. You ensure learning spaces (physical and digital) are safe, collaborative, accessible and inclusive, and enable students to play an active role in their development
Shared Ideas - Teaching/LIP	You know and model your school's values and contribute to its mission and vision through your daily actions. Through all aspects of learning and teaching, you create a strong sense of shared behaviours and purpose for learners and their learning.

EC's Research and Evidence Based Culture

The English College is a school that believes in evidence based teaching and learning. We work hard to continually invest in our own CPD and stay up-to-date with the latest academic developments.

At the core of our Teaching and Learning practice is Rosenshine's principles of instruction and from this is EC's 6 Principles of Instruction: R.E.M.S.A.P



There are 6 very clear strands that run through Rosenshine's 10 principles and each of these 6 areas will be our focus points in teaching high quality effective lessons at The English College.

- 1) **R**ewind
- 2) **E**ngage
- 3) **M**odel
- 4) **S**caffold
- 5) **A**nalyse
- 6) **P**ractice



Lesson observations, learning walks and feedback

The purpose of lesson observation is for teachers and leaders to understand the teaching and learning that typically happens in classrooms across the school. Observing lessons should be a developmental process; both the observer and the observee should learn something. Lesson observations are ongoing - teachers should expect to be observed several times throughout the year and seen on multiple learning walks. As this will allow a picture of learning across the school to be built. We aim to develop an open door policy where teachers and leaders are welcomed to drop in on any classroom, at any time.

In term 1.1 all teachers will have one announced lesson observation, where the teacher will pick and know when they are observed by PLT/SLT. This will allow the teacher to be fully prepared and receive developmental feedback.

In term 1, after the first announced observation, teachers will be observed unannounced by their HOF/Year Group Leader.

Depending on the outcome of the first two observations and other events occurring throughout the year, teachers may be observed again, or may just be seen in a learning walk context.

Learning walks will occur throughout the year by SLT/PLT/HOF/HOYS/colleagues. During a learning walk, the observer will stay just 5 to 10 minutes and the 'walker' will always look to give some feedback to the teacher.

Lesson grading

Lessons will not be graded as per the KHDA 1-6 scale. However, due to staff feedback stating the wish to know if the lesson is of a high quality, staff will be told that the quality of their lesson was either:

- a) At least meets the standards of The English College
- b) Below the required standard of The English College

This is to allow the lesson observation to be a developmental process, while giving a clear indication of the quality, without making the coaching process about grades. As awarding grades for lesson observations takes away the developmental focus and shifts the focus to accountability. Teachers and leaders will be looking for effective teaching and learning during drop ins - there is no one thing that they are looking for, as long as the learning fits within the framework for an effective lesson.

Support Plans

Individual support plans: If a member of staff is observed twice delivering a lesson that is 'below the required standard of The English College', the teacher will be placed on a support plan. This will be a coaching and developmental plan that will aid the teacher to reflect and improve their practice. The length of the support plan is not set, but a consistent pattern of teaching lessons that at least meet the standard of The English College is required. If a teacher is on a support plan and remains teaching lessons that are deemed to be below the required standard of The English College, this is likely to lead to contract discussions.

Year group/faculty plans: If a Primary Year Group of Faculty is collectively demonstrating levels below the required standard of The English College then a Year Group/Faculty will be placed on a support plan. These support plans can be implemented where there is a reassuring issue within a faculty or year group or if PLT/SLT feel it is necessary to promptly identify areas for improvement.

Quantity of observations

There is **not** a maximum number of times a teacher will be observed, some teachers may be observed twice, while another may be seen more times. The purpose of observations is to be developmental and so leaders will apply their focus and coaching to where it is deemed most necessary.

All staff will be seen twice in term 1, once by SLT/PLT (announced) and once by their HOF/Year team lead (unannounced). Additional observations will vary from teacher to teacher.

Staff learning walks

Learning walks are an excellent opportunity for teachers to share best practice as a source of CPD. All staff are encouraged to go on regular learning walks of their peers. No paperwork or permission is required as we run an 'open door policy'.

Kaizen

Kaizen is a Japanese term meaning "change for the better" or "continuous improvement." We at The English College all know that no teacher is the finished product, every teacher can improve. Therefore each member of staff is required to invest in their own professional learning journey. Through reflection, taking on new evidence based practices and sharing best practice with colleagues. All teachers are to be on a journey of continuous improvement, which is the basis of Kaizen.

APPENDICES (Relevant links to other policies or documents)

EC Standards

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Whole School Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	13/6/21	New policy	WSLT	May 2022
1	4/7/23	Annual Review & Update	WSLT	4/7/24
2	16/5/24	Annual review - no updates	WSLT	20/6/25
3	06.05.25	Added ISP Language of learning	WSLT	20/5/26

