



TEACHING AND LEARNING POLICY

SLT Responsible Person: Ms P Martin

Date of Policy: December 2025

Date to be reviewed: December 2026

Published: Website/Staff Intranet

To be read in conjunction with:

Teaching & Learning Handbook
Homework Policy
Behaviour for Learning Policy
Assessment and Reporting Policy

Aim

To enable all learners in our College community to achieve their very best academically and personally through high quality teaching and learning. All students have special skills, abilities and aptitudes, and are entitled to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of learning and teaching methods, which enables them to achieve their full potential.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum. In addition, they have individual responsibility to strive to deliver lessons where the learning and teaching is of the highest quality, and the learning needs of all students are met.

Purpose of the policy

This College will:

- Ensure high quality learning and teaching experiences for students of all abilities and aptitudes.
- Provide a framework for learning and teaching within which there is flexibility and scope for creativity.
- Provide coherence of approach and consistency of expectation.
- Raise attainment by increasing levels of students' motivation, participation and independence.
- Promote reflection on, and sharing of, good practice.
- Promote an understanding of how learning takes place.
- Make explicit a baseline for coaching, developing and evaluating the teaching and learning that takes place.
- Provide practical guidance

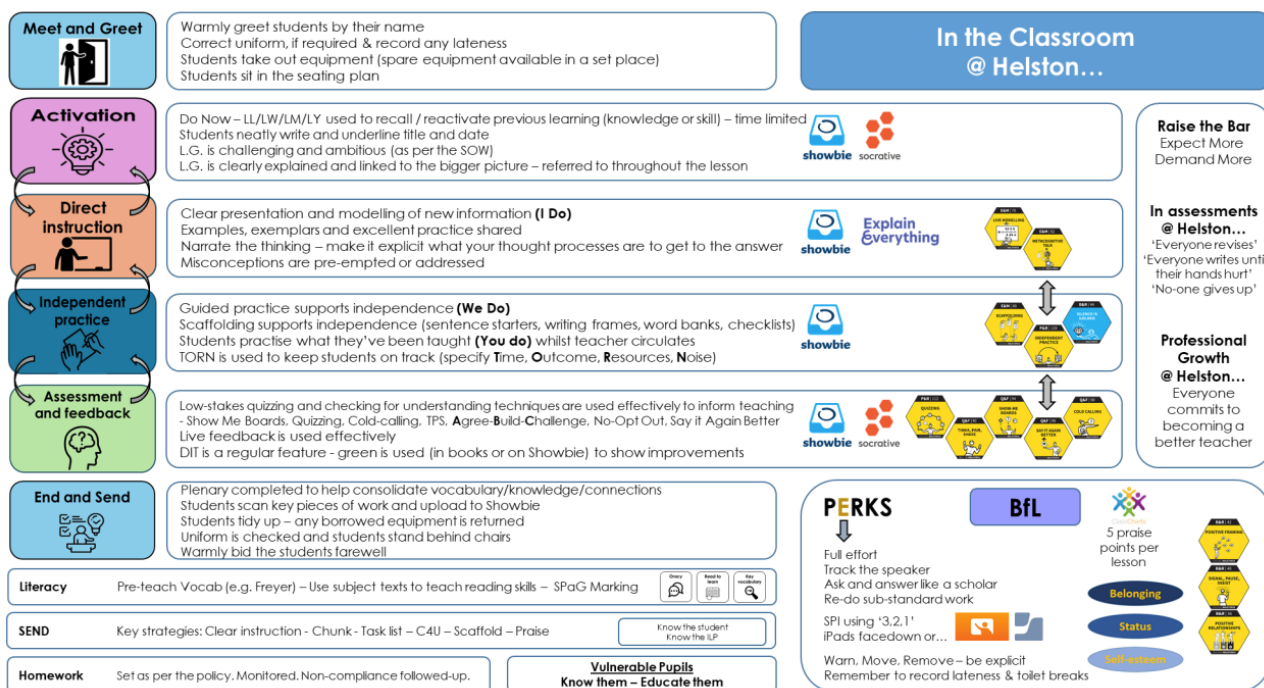
Interacting with Student Data

All teachers should have an up-to-date data plan for every class they teach – your class seating plan in Class Charts.

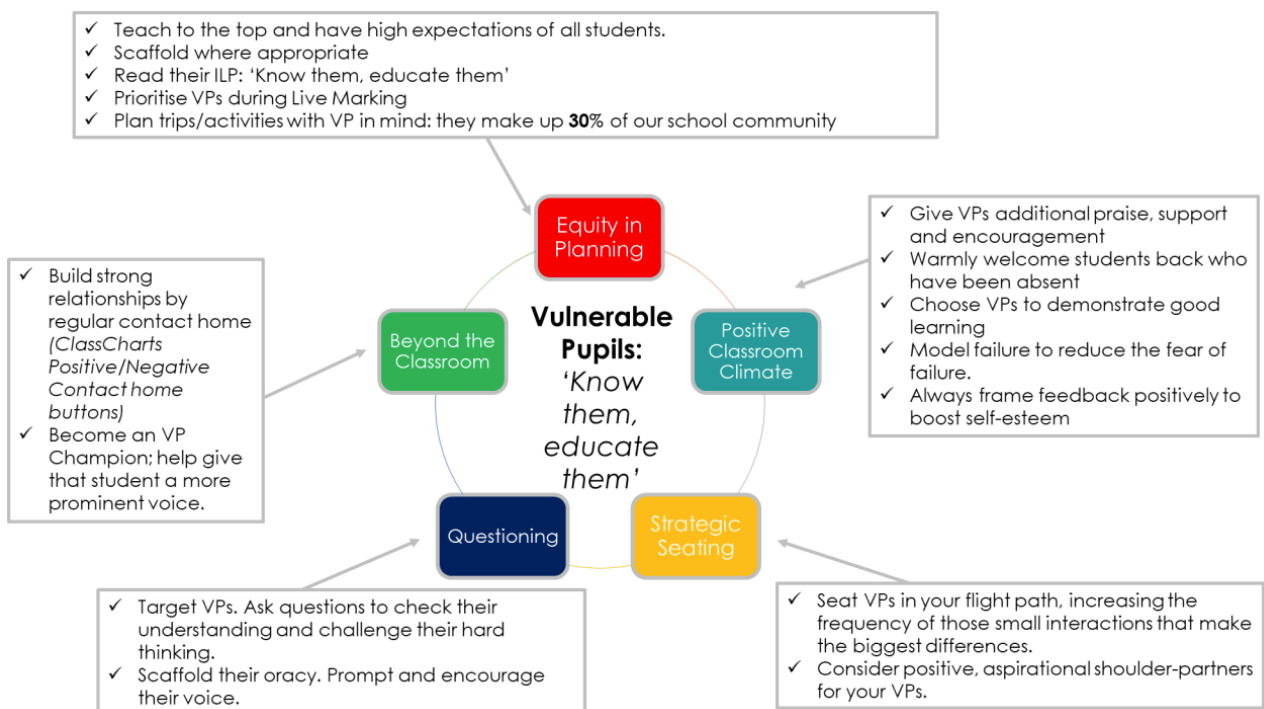
Teachers should be aware of the data contained for each student on Class Charts (SEND, reading ability, medical issues, Disadvantaged status). When planning lessons, colleagues should be aware of SEN/EAL status, Disadvantaged status, reading ability and current level/grade.

Routines for All Lessons

Colleagues should consistently apply the HCC Learning Model as detailed in the Teaching and Learning Handbook summarised on the next page:



A priority for the College is to better meet the needs of our vulnerable pupils through the strategies outlined below (again, as shown in the Teaching and Learning Handbook):



Behaviour for Learning

Colleagues should consistently apply the College Behaviour Policy.

Homework

Homework should be set in line with the Homework Policy.

Assessment

Colleagues should consistently apply the Assessment and Reporting Policy.

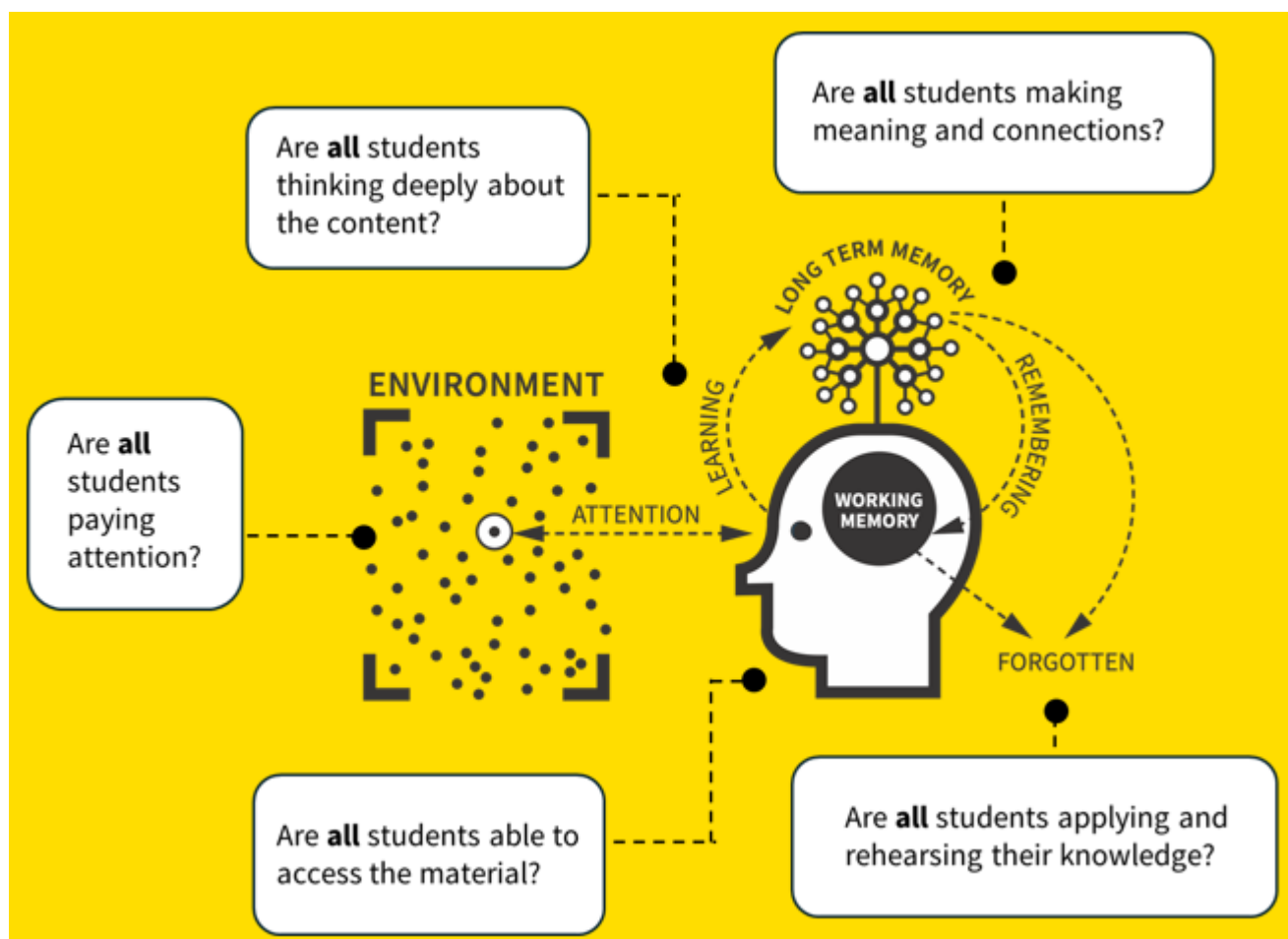
Common Pedagogical Elements

Our Learning Model is based on the cognitive science of how learning occurs. This model emphasises the intricate processes involved in moving information from working memory to long-term memory, ensuring that learning is both effective and enduring.

Working memory, which has a limited capacity, is where initial processing of information takes place. For learning to be effective, information must be transferred from working memory to long-term memory, where it can be stored and recalled over time. Our strategies are designed to facilitate this transfer, helping students consolidate their knowledge and skills.

The learning environment plays a crucial role in this process by providing a supportive and structured setting that enhances attention and reduces distractions. Attention is critical for encoding information into memory. Additionally, our approach addresses the natural forgetting curve, recognising that without regular review and application, information is likely to be forgotten. By implementing consistent review practices and active engagement strategies, we help students reinforce their learning and improve retention. This systematic approach not only supports all students but is particularly beneficial for our disadvantaged students, who may require additional support to achieve academic success.

In summary, our Learning Model is grounded in cognitive science principles, ensuring that our teaching practices effectively support the way students learn, remember, and apply new information.



As well as being based on the TPAT Learning Cycle, our Learning Model incorporates Rosenshine's Principles (previously referred to in the College as our Expert Teaching Model) and highlights how the Walkthrus and Advantage apps support effective teaching and learning. In addition, it embraces the College's current ethos and drive to raise the bar; demanding more and expecting more.

Roles and Responsibilities

Local Monitoring Committee

- To ensure the effective and rigorous implementation and monitoring of the policy.

SLT

- To provide appropriate support, training and resources for faculties and individuals.
- To monitor and evaluate the delivery and impact of the policy, through a combination of learning walks, work scrutinies, parent and student voice.
- To modify and update the policy in the light of ongoing developments and the changing needs of the College.

Heads of Faculty

- To be responsible for the co-ordination of their curriculum area.
- To monitor and evaluate consistent delivery of the policy at team level, through a combination of learning walks and work scrutinies.
- To provide appropriate support to team members through training materials, feedback from drop-ins or through the incremental coaching programme.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short-term planning, in conjunction with Subject/Faculty teams.
- To pro-actively engage with drop-in feedback and the incremental coaching programme.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Students

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework