

# Presdales School



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| <b>Title</b>                             | TEACHING AND LEARNING POLICY                  |
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| <b>Trust Link</b>                        | Maddie Waller                                 |
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## Enquiries & comments

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## Teaching and Learning Strategy: Presdales School September 2026

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'Presdales School aims to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential.

We are committed to the development of independent minded young people who have active and creative minds. We expect our students to acquire a sense of understanding and compassion for one another and to have courage to act on their beliefs.

We will equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society.'

### **Aims:**

The aims of this policy are:

- To communicate our expectations of teaching and learning to all staff
- To provide guidance on strategies and techniques, contributing to the CPD of staff
- To ensure consistently outstanding practice in teaching and learning across the school
- To ensure that students are engaged in active, engaging and challenging learning that will enable them to develop depth and breadth of knowledge
- To support the achievement of outstanding academic outcomes and qualifications

### **Effective inspirational teaching**

One of the most important aspects that affects a student's learning is the day-in day-out experiences they receive in the classroom. Consistent quality-first teaching is crucial in ensuring all students make progress. To realise this, the school expects teachers to uphold the following key principles:

- Maintain outstanding knowledge and understanding of the subject that they teach and keep abreast of developments in this area
- Plan lessons which are directly linked to the department's schemes of work and the examination syllabus (if appropriate)
- Have a thorough knowledge of the needs and current attainment of each student that they teach and plan their lessons to take this into consideration
- Use effective formative assessment for learning strategies to forensically check each individual learners understanding
- Adapt teaching to respond to the needs of all learners (including disadvantaged, SEND and higher attaining students) so that all are supported and challenged appropriately
- Ensure that student engagement in lessons is high through the creation of a purposeful learning environment rooted in positive interactions between the teacher and their students
- Employ a range of teaching techniques to deliver well-paced lessons in which each minute of the lesson is used to ensure further progress by all students

- Involve effective questioning techniques to probe students' knowledge, proactively anticipate and diagnose any common misconceptions/errors and deal with these appropriately, using a cold-call and no hands up approach
- Provide mini-plenaries throughout the lesson to continually check for understanding of all students and consolidate learning
- Promote oracy, literacy and numeracy
- Promote opportunities for students to develop their Spiritual, Social, Moral and Cultural understanding
- Ensure displays are up to date and support student's learning

### **Enabling 'achievement for all' in the classroom**

At Presdales, we firmly believe in achievement for all, regardless of prior attainment of students or any special education needs that students may have.

We promote a list of strategies to ensure that every student can succeed and achieve. These are clearly displayed on the teachers' desks in every classroom. These are:

- **Write down key information/words/instructions** (on the WB, or a worksheet or PowerPoint/google slide)
- Systematically teach students subject specific vocabulary and provide list of key words and definitions
- **Allow time** for students to process information and complete tasks (reduce the amount of tasks for some students if necessary)
- **Reduce the amount of copying down tasks:** instead offer students a copy of the information to stick in or put the resources on Google Classroom
- Break instructions down into **small, clear steps**, using developmentally appropriate language
- **Remove unnecessary images/busy backgrounds** from handouts/PowerPoints etc
- **Plan reading support:** read the text aloud to the class, and/or give pre-reading, and/or enable students to use a computer reader in lessons, and/or give students with significant reading difficulties a summary of the text and/or a pictorial timeline of the text
- **Give recall practice** of key words/knowledge in every lesson
- **Intersperse verbal teaching** with short tasks and quick quizzes
- **Provide support to start and extend writing** using sentence starters, prompts and writing frames
- Teach students how to revise using a range of multi-sensory techniques: mind maps, flash cards, quizzes, audiovisual resources, through talk, a lists of tasks to complete and practice questions
- Allow students to take a photo of the board using their chromebook

### **Rosenshine's Principles of Instruction**

Detailed and robust research by Barak Rosenshine and other academics culminated in 17 principles of instruction. This work supports teachers in understanding how the brain acquires and uses new

information, provides insight into the classroom practices that leads to the highest gains and the ways in which teachers can support students to acquire key learning strategies.

Tom Sherrington *et al* condensed the 17 original principles suggest by Rosenshine into 10 key areas. Over a series of lessons/scheme of work, teachers are expected to ensure that the following principles are implemented:

- **Daily review:** developing recall, strengthening connections of material learned and moving material from working memory to long-term memory so that it is retrieval in the future
- **New material in new steps:** present new material in small steps, only proceeding when first steps are mastered. Avoid overloading working memory as it can only process a few bits of information at once
- **Ask questions:** ask lots of questions to all students to determine if the material has been learnt
- **Provide models:** students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teachers thinking aloud help to clarify the specific steps needed. This is referred to as the 'I' phase of modelling ('I' being the teacher)
- **Guided practice:** students need time to rephrase elaborate and summarise new material before moving onto independent work. This is referred to as the 'we' phase of modelling ('we' being the teacher and students)
- **Check for understanding:** formative assessment is used to forensically check that all students have a sound understanding of the material being taught
- **Obtaining a high success rate:** ensuring that the optimal success rate of 80% is achieved before moving on
- **Scaffolds for difficult tasks:** supporting students as they work through their cognitive apprenticeship. Scaffolds are temporary supports to assist in the early stages of learning, with the intention of withdrawing them as students develop confidence and understanding
- **Independent practice:** 'overlearning' to ensure new material can be recalled automatically. Significant time should be given for students to complete work independently.
- **Weekly and monthly review:** ensuring that students are required to recall previously learned material to ensure it can be retrieved from long-term memory and applied to unfamiliar scenarios. This supports students in making connections between new material and prior knowledge.

At Presdales, we believe there are essential ingredients that are non-negotiables in all lessons and without these, we cannot be sure as teachers that learning has taken place in the classroom.

As teachers, we need to create a purposeful learning environment in our classroom by ensuring there is adequate support, challenge and checking for understanding in every lesson. Lessons are most effective when the teacher provides direct instruction through effective modelling, provides appropriate scaffolding for all students, formatively assesses consistently throughout the lesson, uses professional judgement to act on information collated and then provide necessary feedback to support all students to make progress.

Below are our non-negotiables, each of which are elaborated on in our Teaching and Learning Handbook:



## **Monitoring and evaluation of Teaching and Learning**

### **Lesson observations**

At Presdales School lesson observations are used in a supportive and developmental capacity to initiate a discussion about teaching and learning and to encourage every teacher to learn from the experience. Staff may wish to observe a colleague's lesson or invite colleagues to observe their own lesson as a means to share best practice or for professional development. There is no need to complete any formal paperwork for these types of observations.

Formal lesson observations are conducted by members of SLT at the discretion of the Head. The Head (or a member of SLT) also reserves the right to observe any lesson unannounced. **For these observations, the Lesson Feedback Form must be used and completed.** When completed, a copy is given to the observer and their line manager.

Monitoring and evaluation of Teaching and Learning occurs through other methods listed below.

### **Learning Walks**

All teaching staff are included in up to three 15-minute Learning Walks during the course of the Academic year. These are conducted by the Head of Department and/or the SLT link. The Learning Walks take place as per the calendar with one focusing on Year 11 and Year 13 exam classes in the first half of the autumn term and the second focusing on Year 9 in the second half of the spring term. The final one takes place in the second half of the summer term and focuses on Year 7. The Learning Walks are marked on the calendar so that everyone can see the weeks when they will happen although the exact day and time of the Learning Walk is not shared in advance of it taking place. The Learning Walks have a particular focus, this is related to the School Improvement Plan and is decided by SLT and shared with teachers before the Learning Walk takes place. Learning Walks are therefore seen as developmental; with areas of strength and areas for development recorded on the pro forma. Any teacher involved in the Learning Walk is given the opportunity to see any written records which have been made during the Learning Walk. This information is shared in an anonymised form with the department at a departmental meeting following the Learning Walk. [Learning Walk folder/Academic folder on the Google drive.](#)

### **Learning Reviews**

There are three Learning Reviews that take place per Academic year, the first involves Year 8 and is in the second half of the autumn term, there is one in the first half of the spring term focusing on Year 10 and one in the first half of the summer term focusing on Year 12. For each, the Head of Department chooses a random sample of students, the sample includes a spread of ability as well as some SEND students and some who are disadvantaged. The students' work is reviewed during a departmental meeting against a set of pre-agreed questions and a discussion takes place about the work in the books/folders/on Google classroom. The Head of Department records the key points of the department's discussions on a copy of the Learning Review form. The review is then discussed by the Head of Department with their Senior Leadership link in a line management meeting and next steps are agreed. The Learning Review forms can be found in the [Learning Review folder/Academic folder on the Google drive.](#)

## **Learning Triangles**

Each member of the teaching staff is part of a Learning Triangle with two other colleagues. The Learning Triangle meets to co-plan lessons, they then observe each other teach and give feedback. The triangle may decide to work on a whole school Teaching and Learning objective, or they might choose an individual focus to work on. There are two cycles of the process, one before the Mid-term review in February and one during the late Spring/Summer term. Outcomes from the Learning Triangle are discussed during the appraisal process. The Learning Triangle provides an opportunity for teachers to observe colleagues from other departments in order to share different methods and best practices in a cross-curricular approach to develop their teaching. Information regarding Learning Triangles and the Appraisal process can be found [in the Appraisal folder on the Google drive](#).

## **Continuing Professional Development (CPD)**

Teachers have a responsibility to reflect on their practice and to enhance and update their professional knowledge and skills. This is to ensure that consistently high expectations of teaching and learning are maintained and national teaching standards are met. Presdales CPD programme provides teachers at every stage of their career an opportunity to participate in a variety of activities in order to support the individual professional needs of staff. These CPD activities vary and may include attendance on external courses, visits from outside speakers, peer mentoring, presentations by current teachers, professional discussions, internships at other schools, meetings with other departments in different schools as well as an internal programme of CPD. The CPD programme is discussed and reviewed by SLT and staff are invited to provide feedback and suggestions for additions to the programme through regular questionnaires and surveys. A copy of the internal [CPD programme can be found in the Staff Training folder on the Google drive](#).

Updated by: Michael Payne & Sandra Inwood (June 2026)