



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Teaching and Learning Policy

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
01.09.25	Annual Review	Director of Educational Quality & Development	Headmaster & E&S Committee	29.09.25	01.09.26

Introduction

At Stafford Grammar School, we enable students to achieve their individual academic and personal potential through excellent teaching that enables deep learning and independent thinking. We believe in helping students to become balanced and thoughtful individuals with the intellectual freedom to be creative, the confidence to take initiative and the resilience to cope with challenges. We aim to promote students' enthusiasm for learning, not only by achieving the best possible examination results but also by providing tools and self-confidence to cope with the challenges of university and the demands of an ever-changing world. Ideas for effective teaching and learning, and excellent outcomes for pupils, are regularly shared at staff training events.

This policy aims to give an overview of Teaching and Learning principles and practice. Teachers should also consult the following documents:

- SGS Learning Principles (also detailed below)
- Menu of strategies for implementing SGS learning Principles
- Lesson Plan
- Lesson Observation Form
- Work Scrutiny Form
- Appraisal Policy

- Marking and Feedback Policy

Teaching and Learning Principles

Stafford Grammar School adopts a set of teaching and learning principles, which inform all lesson planning and learning activities.

Why Principles?

- Principles focus on outcomes for pupils.
- Principles allow for individuality, inspiration and passion, without stifling teachers.
- Principles are underpinned by research and rely on trustworthy teaching and learning practices.
- Principles apply to all age groups and can be adapted by teams of teachers and TAs in the Prep. School and subject departments in the senior school.
- Principles apply to all subjects and can be adapted to suit individual subjects and individual teachers.
- Teachers feel a sense of ownership over the principles.
- The principles promote more effective teaching and learning in *all* lessons, not just those being observed.
- Excellent relationships between teachers and pupils are implicit e.g. knowing pupils well and creating a safe, welcoming and trusting environment.

SGS Teaching & Learning Principles

1. Learning intentions / objectives are shared & success criteria are understood by pupils.
2. Lessons begin with purpose (including review as appropriate).
3. Whole-class teaching, explanation & modelling engages & enthuses pupils with passion for the subject.
4. Teaching meets the needs of individuals.
5. Collaborative activities are purposeful and group work is well-structured.
6. Frequent questioning involves all pupils and enables the teacher to check understanding.
7. Learning is regularly reviewed, within and across lessons.

8. Pupils receive regular feedback, act upon the feedback (feedforward) & know how to improve.



Use of ICT: 'Bring Your Own Device' Policy for Blended Learning

For further information on the safe use of devices, please see the 'Bring Your Own Device Acceptable Use Policy.'

Stafford Grammar School recognises the importance of ICT and the educational benefits available through the use of such technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance or reinforce the student learning process.

Our curriculum employs a dynamic blended learning model, using technology to amplify traditional teaching, not replace it. We equip our pupils for the future by developing their digital fluency while also championing the enduring importance of clear and articulate handwriting. This balanced approach is reflected in the classroom, where teachers ensure pupils engage in a rich variety of tasks, creating work in both digital and handwritten formats to develop a versatile and comprehensive skill set.

Students in Years 3-13 may access the School's wireless network with an approved personal device. Broadly speaking these devices are classified as tablets or laptop computers with a QWERTY keyboard. Users wishing to use such devices should ensure that they are able to access the School's G Suite provision (including Google Classroom, GMail, Google Docs etc.) and that their device meets or exceeds the minimum system requirements for this product.

The use of devices in lessons is at the direction of the teacher. The use of devices enables activities such as:

- Submitting classwork and homework for electronic assessment
- Working collaboratively on projects and presentations
- Using interactive platforms to share ideas e.g. Padlet, etc.
- Engaging in starters and quizzing activities e.g. Kahoot, Quizizz
- Receiving feedback electronically
- Real-time research and investigations
- Enhancing work with photos and videos

Members of the Teaching Staff are expected to:

- Implement the SGS Learning Principles in lessons, in ways that suit the subject and style of the individual teacher.
- Make effective use of lesson planning, which is informed by an understanding of the aptitudes, needs and prior attainment of the pupils.
- Ensure effective use of time management in lessons.
- In accordance with the school's Marking Policy, assess pupils' work regularly and thoroughly.
- Provide pupils with feedback and ensure they know how to improve and make progress.
- Establish excellent working relationships with all pupils in the class.

- Treat the pupils with fairness and respect, so that pupils know they are valued as individuals and give them equal opportunity to take part in lesson activities.
- Follow the school policy with regard to discipline, insisting on positive behaviour at all times.
- Praise pupils for their effort and progress and, by so doing, help to build positive attitudes towards school and learning in general.
- Use assessment information to inform planning.
- Establish clear routines for pupils.
- Ensure that the environment in which pupils are working is tidy, stimulating, comfortable and safe.
- Communicate with parents, informing them of pupil progress and attainment, to support each pupil's learning as necessary.

Students are expected to:

- Be actively engaged in lessons to become effective learners.
- Be positive and encouraging to other pupils.
- Use appropriate, academic language.
- Be punctual to lessons.
- Be organised by bringing necessary materials, equipment and kit.
- Return homework punctually.
- Make full use of all the learning opportunities with which they are presented.
- Catch up on all work missed due to individual peripatetic lessons and absence.

Monitoring and Sharing Excellent Practice

The Headmaster and SLT undertake regular reviews of the Teaching and Learning at Stafford Grammar School, along with other members of the SLT and jointly with the Head of the Prep. School. This is achieved through lesson visits (short 10 minute visits to look at learning), lesson observations (with other members of the SLT and HoDs), and work scrutiny.

Please refer to the school's appraisal policy for further information.

Lesson Visits

In addition to lesson observations, the Headmaster and SLT will undertake informal lesson visits (of about 10-15 minutes) in order to look at learning throughout the school.

Lesson Observation

As part of the monitoring of standards of teaching and learning there is an on-going programme of lesson observations.

- Members of the SLT will conduct department reviews on a two year rolling programme which will ensure that each department is reviewed at least once per every two year period.
- HoDs will observe teachers in their department at least once per academic year.
- All members of staff will observe a colleague in their department or in another department at least once per academic year.

A lesson observation form (google form) must be completed for all lesson observations.

Professional dialogue following lesson observations is an important part of the process. The following guidance should be used to highlight strengths and areas for development following a lesson observation:

Principles of Peer Observation:

- Trust – allow ourselves to be open for ideas about improvement
- The observer is there to learn
- Arrange the follow-up discussion, it is an essential part of the process

Follow-up Discussion Guidance:

- Firstly, allow the person who has been observed to reflect on what went well and what could be improved
- Balance strengths and other areas
- Balance talking and listening
- Keep the focus on improving pupils' experiences / outcomes
- Unpick ideas and explore complexity
- Listen to the answers to enquiries and learn from them

Example questions to the teacher observed:

- What is the rationale behind the strategies used?
- Were there any surprises?

- Would you change anything?
- What do you think the impact of...?
- Where does this lesson fit into the sequence of teaching?
- What have the students had to learn to get to this point?
- How will you develop what the students have learnt so far?
- How might the next lesson be adapted in light of what happened this lesson?
- How do you know that the students are making progress?

HoD/SLT Observations

- Start with strengths
- Be clear and specific
- Keep to the key messages – do not overwhelm with minor detail
- Try to ensure, as far as possible, that strengths outweigh other areas
- Look forward

Marking and Feedback

The marking of pupils' work should be timely and regular.

Teachers are expected to provide clear and precise feedback on pupils' work. This will involve using regular formative feedback on routinely marked work and using the CPR process to provide comments (praise etc.) and specific points for progress that promote thinking. Students should be given time to respond to the feedback in order to move their learning forward. Teachers should refer to the school's Marking & Feedback Policy, the 'Policy into Practice' document and the various presentations given during staff training available on Google Drive.

Work Scrutiny

There will be an on-going, informal, review of exercise books by the SLT. This will usually take place through visiting form groups and on lesson visits.

The SLT requests to see some pupils each week to look at and discuss their work.

A formal departmental work scrutiny will happen on an annual basis by all HODs. All HODs are expected to look at a sample of exercise books, files and work on electronic devices within their department and provide feedback to teachers using the work scrutiny form (google form).

The SLT will organise individual departmental work scrutiny and provide feedback to teachers using the work scrutiny form as part of the rolling programme of departmental reviews.

Pupil Forums

From time to time, the Director of Educational Quality & Development and other members of the SLT will convene pupil forums to question students and give them the opportunity to talk about their learning experiences. We will consider the feedback from our students and use it to help shape future policy discussion and practice as appropriate.

Sharing Excellent Practice

All teachers are encouraged to share excellent practice in the following ways:

- Peer lesson observations and professional dialogue.
- Regular updates and presentations at staff training events from the SLT/Headmaster and external speakers
- Opportunities during staff training sessions, where staff take turns to give presentations on teaching and learning matters followed by discussion.
- The Teaching and Learning folder on Google Drive, which the Head and SLT updates regularly.
- The Teaching and Learning library located in the staff workroom

Appraisal

All teachers have both the right and the responsibility to engage in sustained and relevant professional development throughout their careers.

The policy, process and documentation for staff appraisal are outlined in detail in a specific Appraisal Policy.

Teachers will be appraised according to their most senior or academic responsibility. Other responsibilities will be explored through professional conversations with the relevant line manager.

This Teaching and Learning policy is reviewed regularly to take into account new initiatives, findings in research, changes in technology and curriculum developments.

Research

1. Rosenshine's Principles

<https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf>

2. The Education Endowment Foundation (EEF)

<https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

3. The Great Teaching Toolkit: Evidence Review

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

4. The Sutton Trust

<https://www.suttontrust.com/our-research/great-teaching/>