

Cambridge House Grammar School

Teaching and Learning Policy

Signed:

Chair of Board of Governors

Signed:

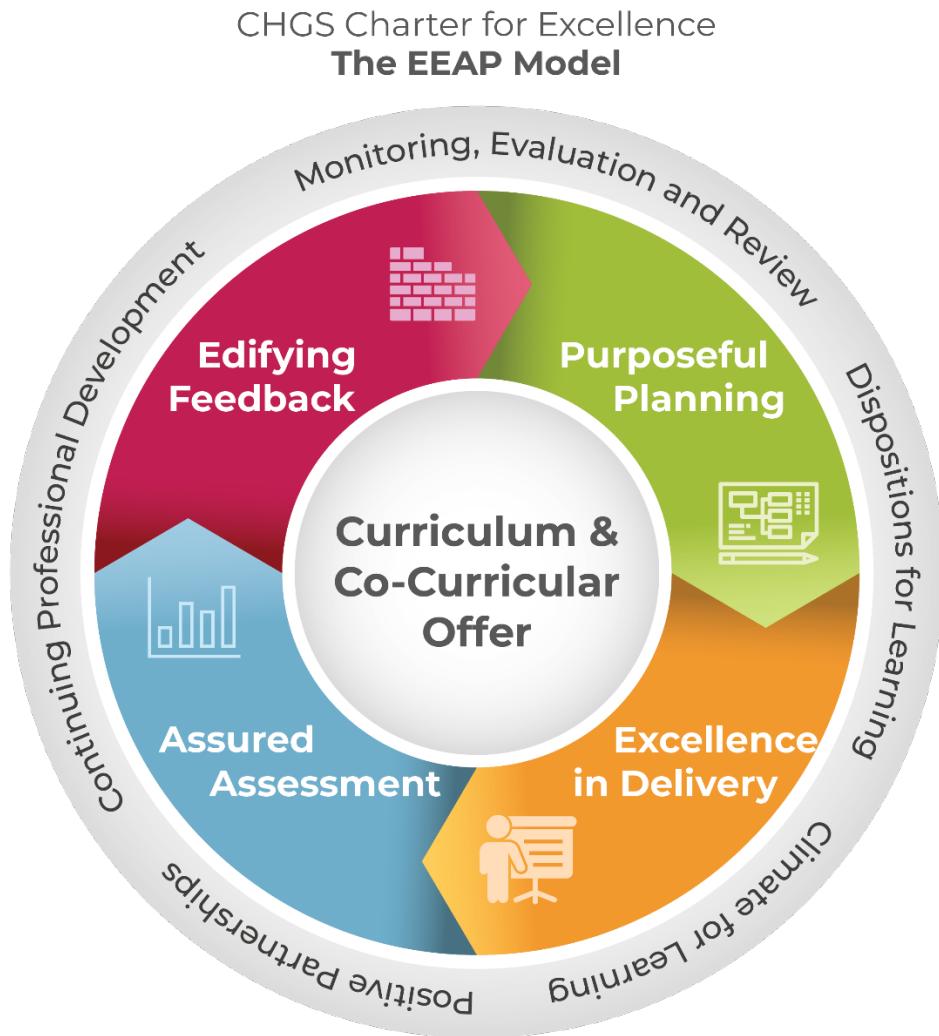
Principal

Reviewed

09.06.25

1. Aims and Guiding Principles

Cambridge House Grammar School's core purpose is the provision of high-quality teaching and learning, delivered through our bespoke EEAP Model (Excellence in Delivery, Edifying Feedback, Assured Assessment and Purposeful Planning).



We strive to ensure that all pupils are provided with opportunities and experiences which will fulfill our vision:

together we create futures

We believe that sustainable school improvement hinges on the quality of teaching and learning.

Cambridge House Grammar School (CHGS) is creating a quality learning network, achieving excellence in all its provision in a creative, flexible and enterprising culture by providing:

- An ethos which encourages positive relationships, excellence, self-reliance, co-operation, enthusiasm and initiative in a happy and secure environment
- A supportive yet challenging learning environment to help pupils achieve their potential
- Delivery of the Northern Ireland Curriculum supported by the fostering of links with industry, commerce and other external bodies

And by ensuring:

- The development of the school as a learning organisation within the community
- A continuing CHGS reputation for innovation and success
- A holistic approach to the development of each young person in partnership with parents/guardians and other agencies

School Aims

- To nurture the academic and personal development of every child in our care
- To promote the pursuit of excellence and achievement by each pupil through developing abilities and skills to maximum potential
- To develop a range of intellectual, aesthetic, spiritual, social and moral values in all our pupils and as active participants in society
- To prepare pupils for lifelong learning within a global context
- To develop self-evaluation, forward thinking and building leadership capacity at all levels
- To instill within pupils and staff a love for learning which will sustain them throughout their lives
- To ensure equality of access to a full range of learning opportunities for all our pupils

Policy Aims

Through high quality teaching and learning we aim to:

- Deliver consistently high standards of teaching and learning, with a view to maximising attainment, achievement, enjoyment and aspirations
- Develop a shared understanding and appreciation of what constitutes high quality teaching and learning
- Recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning experiences
- Ensure all staff are committed to achieving a consistent approach to teaching and learning across the school
- Develop pupils' core competences and skills, including literacy, numeracy, digital, thinking skills and personal capabilities, which will enable pupils to effectively navigate an increasingly complex and technically advanced society
- Create an environment in our school where pupils learn best and develop a passion for learning
- Strengthen the parent-pupil-school partnership to ensure pupils realise their full academic potential
- Involve the wider school community in supporting pupils' learning and development
- Promote high expectations and raise standards of achievement for all pupils in our school
- Drive continual improvement in teaching and learning standards through ongoing reflection and appropriate staff development opportunities, to support and facilitate advances
- Monitor the quality of teaching and learning across the school as part of a process of continual improvement

We believe that pupils learn best when they:



2. Key Features of Effective CHGS Lessons

CHGS lessons have a clear focus, employ sound teaching and learning techniques and support pupils learning through ongoing and regular review and assessment. Lessons have a clear beginning, middle and end.

Focus	Teaching and Learning	Review
Learning Intentions Success Criteria Retrieve Prior Knowledge Engage	Explicit Teaching - Teacher does Guided Instruction - We do Independent Learning - Pupil does Collaborative Learning - Pupils do together	Reflect on Learning Intentions Evaluate Success Criteria Future Learning Revise and Summarise
← Check for Understanding →		

Strong Start – Getting Hooked on Learning. A strong start sets the tone of a lesson and is fundamental to establishing routines, behaviour management and maximising learning opportunities.



Entrance – Focused and Ready to Learn:

- Pupils will line up quietly outside the classroom
- Mutual Greeting
- Learning materials and equipment out

Relevant Starter Activity – challenge and learning not solely focused on engagement. Rob Coe et al (2014) identified engagement can be a poor proxy for learning. Effective lesson starts focus on recall and review. Rosenshine encourages teachers to “begin a lesson with a short review of previous learning”. Kirschner has advised teachers, “before you state something new, review the old” (2017). Successful lesson starts, can include:

- Do Now – task to complete as pupils arrive, including supporting retrieval practice
- Quizzing – mini whiteboards, digital or hard copy
- Think-Pair-Share – question, statement or a problem to solve
- Free Recall – recalling information from long-term memory with little or no support or prompts
- Entrance Tickets – can contain questions linked to the Do Now activity. Collected by teacher at the end to ascertain pupil learning, highlight misunderstandings and inform next steps

Retrieval Practice is an effective review mechanism. The greatest benefits are realised when teaching strategies activate prior knowledge and are not simply reminders of previously studied material. Teachers will focus on retrieval practice instead of providing the class with reminders of prior learning, enabling the “generation effect”. Professor Robert A Bjork writes “basically, any time that you, as a learner, look up an answer or have somebody tell or show you something that you could, drawing on current cues and your past knowledge, generate instead, you rob yourself of a powerful learning opportunity.” (2011).

“Whatever answer or procedure a teacher can get a pupil to generate will be far better recalled at a later time than any answer provided or illustrated to the pupil.” (Jones, 2021). McCrea (2017) explains that the less assistance teachers provide pupils during retrieval, the greater the strengthening effect will be. Dylan Wiliam has offered this useful advice to teachers, “The best person to mark the test is the person who has just taken the test” (2017). Therefore, self-assessment is often an effective method of feedback.

Beyond the classroom:

- Staff Continuing Professional Development/Teacher Professional Learning is ongoing, using a range of methods:
 - The EEAP Model - Internal Provision
 - Sharing Good Practice
 - Staff Development Days
 - Peer and Lesson Observation
 - SLT Link – Coaching and Mentoring
 - Teach Meet
 - Beginning Teachers and Early Professional Development
 - Middle Leader Training (External)
 - External Agencies (Inspire/LearnSpark/High Performing Schools/TEEP)
 - Establishment of Teams with focus on Teaching and Learning, broken down into specific areas of focus, for example: Blended Learning and Digital Skills, Technologies (iPad, Learning Platforms/Tools, AI)
 - External Courses
 - Exam Board Experience
- Pupils are supported with the development of learning to learn through:
 - Young Enterprise
 - Inspire
 - Induction
 - Bespoke solutions
 - Sixth Form Mentoring
 - Careers Advice and Guidance
 - Revision Materials
 - Results Simulation and Support Groups

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

CHGS creates the optimum conditions to maximise pupils' learning experiences and opportunities at all times, through the consistent adherence to our Charters for Teaching, Teachers and Learners.

Teaching, Teacher and Learner Charters



“There is widespread agreement now that of all the factors inside the school that affect children’s learning and achievement the most important is the teacher.”

(Hargreaves and Fullan)

3.1 Teachers

The most significant in-school factor affecting pupil achievement is the quality of the teacher. (Rivkin et al; Carey 2004; Hattie 2009). CHGS Teachers will:

- Provide a stimulating and welcoming learning environment
- Follow the expectations for teaching and professional conduct as set out in the GTCNI Teachers: The Reflective Profession [file:///N:/Downloads/The_Reflective_Profession%20\(1\).pdf](file:///N:/Downloads/The_Reflective_Profession%20(1).pdf)
- Use subject expertise to develop schema, lessons plans and accompanying resources to support the delivery of lessons which encourage deeper learning
- Maintain positive working relationships and strive to build rapport with all pupils to ensure that learning opportunities are maximised
- Support classroom learning through involvement and participation in co-curricular learning
- Adopt an approach to teaching and learning which focuses on metacognition, having a growth mindset, a belief that learning is learnable and intelligence is not fixed
- Set SMART targets with the pupils and for the classes they teach, based on both cognitive and curricular data
- Regularly monitor progress made against these targets and implement remedial action strategies when they are not delivered or exceeded
- Deliver consistently high-quality well-planned lessons, in line with the:

The EEAP Model

Teaching and Learning: CHGS Charter for Excellence

and reputable educational theory and research

- Encourage pupils to take learning risks, through the provision of stimulating and secure learning environments
- Promote the development of pupils as independent learners
- Provide regular and varied feedback for improvement for each learner
- Actively engage parents/carers in their child's learning through SIMS Parent Mail, School Website, Social Media, Learning Platforms (Google Classroom/Microsoft), Parent Teacher Meetings, organised school events (Years 8, 11, 13 and 14 Parent Induction), including clearly communicating the purpose of home learning through completion of set homeworks, projects and independent study
- Update parents/carers on pupils' progress through planned tracking activities at designated times throughout the Academic Year, including the provision of an annual written report on their child's progress
- Participate and contribute to the development of CHGS as a learning institution whereby everyone is on a learning journey and we all work to support and help one another

3.2 Pupils/Learners

CHGS Pupils will:

- Set SMART targets for learning in conjunction with their class teachers and work hard in the pursuit of the achievement of these targets
- Take responsibility for their own learning and support the learning of others
- Meet expectations for positive behaviour and dispositions for learning at all times
- Respect the right of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Ensure they understand how to affect improvement and take positive action in fulfilment
- Put maximum effort and focus into their work
- Complete home learning activities as required

3.3 Parents and carers

CHGS Parents and carers will:

- Encourage their child as a learner
- Make sure their child is ready and able to learn each day
- Support excellent attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning
- Celebrate their child's achievements and successes

3.4 Support Staff

CHGS support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in supporting the provision of inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Follow their assigned timetable. To ensure continuity of learning, this is maintained during periods of pupil absence. If class teacher does not require support, the assistant will report to the VP Curriculum or Pastoral, who will reallocate to support teaching, learning and assessment elsewhere in the school

3.5 Heads of Department

CHGS Heads of Department/Co-ordinators will:

- Help to create well-sequenced, broad and balanced curriculum plans and schema that map and build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for teaching and learning
- Drive improvement in their subject, working with teachers to identify any challenges and develop strategies to mitigate impact
- Allocate time for pupils to: achieve breadth and depth; fully understand the topic; and demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

3.6 Senior Leaders

CHGS Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to Heads of Department through SLT coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve professional practice and subject knowledge
- Promote team working at all levels, for example through a buddying system whereby teachers are given the opportunity to support one another
- Address underachievement and intervene promptly
- Monitor the quality of teaching and learning to ensure the maintenance of high-quality teaching and learning experiences

3.7 Governors

CHGS Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold relevant stakeholders to account for its implementation
- Make sure other school policies promote high-quality teaching and learning, and that these are being effectively implemented

4. Curriculum Planning (Policy Link)

The CHGS curriculum aims to nurture the physical, spiritual, social and emotional wellbeing of all pupils, whilst simultaneously enabling them to acquire the knowledge and skills that will equip them better for life. CHGS aims to provide pupils with access to a broad, balanced and dynamic education, equipping them with the core knowledge and skills which are transferable across key transition points, and on to further study and career pathways. The school curriculum is informed by labour market indicators and harmonised with future growth sectors. We seek to offer equal opportunities to all pupils and to delay specialisation as long as possible. It is the School's aim that the timetable should be structured to meet the needs of its pupils. To that end, as much freedom of choice as possible is offered to pupils making Post-14 and Post-16 choices. Pupils and parents are supported in making these choices through a well-established Careers Education, Information, Advice and Guidance (CEIAG) Programme. We seek to ensure that pupils' learning is purposeful, enjoyable and rewarding.

Lessons will be planned well to ensure good short, medium and long-term progress. Departmental schemes of work, teaching schedules and accompanying resources, reviewed on an annual basis, will be embedded to support the delivery of high-quality teaching and learning experiences. Tracking dates and Assessment Schedules will be agreed and shared at the beginning of each Academic Year.

5. Learning Environment

The learning environment will be well maintained and kept safe, clean and ready for pupils to use, to promote a sense of respect for learning - self, others and our environment. Engaging and regularly updated classroom displays, celebrating achievement and supporting pupil learning will be created. Corridor noticeboard displays designated to departments will be well maintained and updated on a regular basis.

They will be arranged to promote learning through:

- Classroom displays showcasing what pupils have previously learned
- Accessible resources for learning including books, worksheets and other equipment
- Displays that celebrate and support pupils' learning

Seating Plans

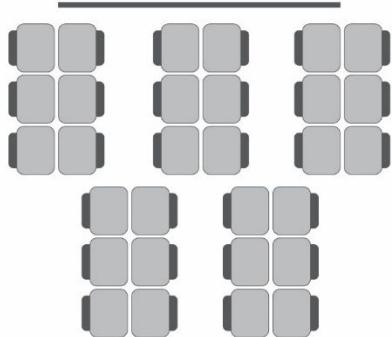
Subject and Form Teachers will create seating plans at the beginning of each Academic Year, for all classes. These will be stored digitally, so that they are accessible to staff. Clear seating plans will be focused on maximising learning and encouraging participation and inclusivity for all pupils.

The seating plans developed by teachers will:

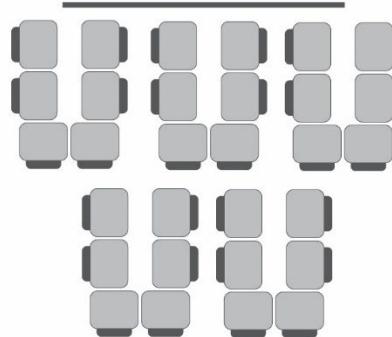
- Ensure all pupils are seated with at least one partner, unless there is a specific learning need which negates this arrangement
- Accommodates pupils with specific needs (medical, academic or behavioural)
- Be monitored, reviewed and amended as necessary throughout the year
- Made available, digitally (Seating Plan folder in Private 1), for use by other stakeholders (including cover staff, learning support assistants, lesson observers)

A variety of Seating Plan Layouts are used, dependent on specific subject needs and requirements, including:

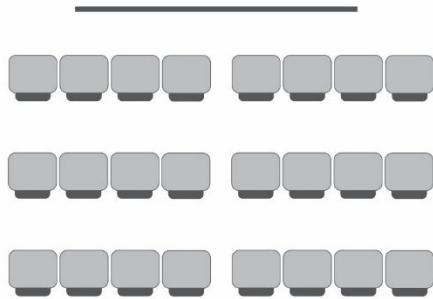
**GROUPS
OF 6**



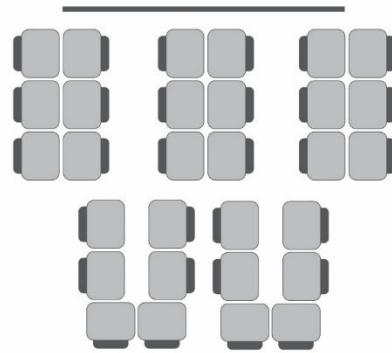
**MINI
US**



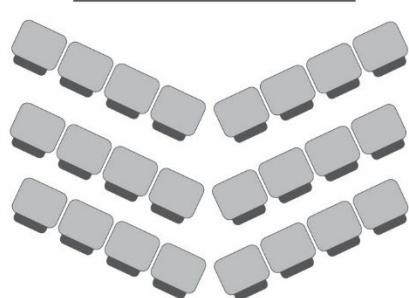
ROWS



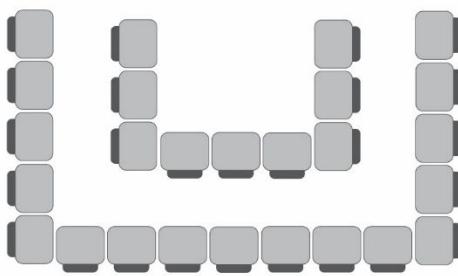
**COMBINATION
SEATING**



**STADIUM
SEATING**



U-SHAPES



Relationships – Creating and Sustaining Rapport

Effective classroom management starts with relationship building. When pupils feel a greater sense of belonging, they are more likely to be academically engaged and demonstrate positive behaviour.

- **Establish** – Starting on a Positive Note
To ensure all pupils feel a sense of belonging that is characterised by trust, connection and understanding.
 - Bank Time
 - Encourage pupil-led activities
 - Positive greetings at the door
 - Positive communication techniques
- **Maintain** – Maintaining Relationships
Effective balance of academics and support.
 - 5:1 ratio of positive to negative interactions
 - Check-in
 - Affirm good behaviour
- **Restore** – Repairing harm before things get worse
Negative interactions such as misunderstandings, conflict or criticism can weaken relationships; leading to disengagement and misbehaviour.
 - Let go and start fresh
 - Take responsibility for actions
 - Show empathy
 - Focus on solutions
 - Separate the deed from the doer

6. Differentiation or adaptive teaching (Policy Link)

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs (SEN)
- Pupils who are More Able, Gifted and Talented (MAGT)
- Pupils who are not achieving the Required Academic Standards (RAS)
- Pupils with Additional Learning Needs (ALN)
- Pupils with English as an additional language (EAL)
- Pupils in receipt of (FSM)
- Pupils who are (LAC)
- Newcomer pupils

Strategies will include:

- Using support staff effectively to provide extra assistance
- Working with our SEN Co-ordinator (SENCO), our pupils with SEN, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects, where appropriate
- Providing writing frames and word banks as necessary
- Follow SEN Policy

7. Home learning (Policy Link)

Home learning, or homework, will support pupils to make the link between what they have learned in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will either be through hard copy or digital materials and may also be made available through Google Classroom or another suitable learning platform.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. The need for any necessary equipment or resources will be communicated or provided.

8. Marking and feedback (Policy Link)

Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work. It will be given on a regular basis and matched to the age and stage of the specific Year Groups. There will be relevant consistency across departments in relation to the setting and marking of homework.

Marking and feedback will meet the expectations set out in Assessment Policy.

9. Assessment, recording and reporting (Policy Link)

We will track pupils' progress using a combination of formative and summative assessment, whilst assessment, both formative and summative, at departmental and class level will be ongoing, whole school tracking will take place once per term, outcomes of which will be reported to parents, through two tracking reports and an annual written report, in line with the Assessment Schedule.

Predictive data will be used to set both baseline and improvement targets. Pupils and teachers will review progress against these targets on a regular basis. Assessment, recording and reporting will meet the expectations set out in the Assessment Schedule and Policy.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. Senior Leaders, Heads of Department and Co-ordinators will monitor and evaluate the impact of teaching on pupils' learning through:

- The collection of firsthand evidence (recorded in departmental files):
 - Book scoops – reviewing marking and feedback
 - Lesson observations
 - Focus groups
- Parental and external stakeholder feedback
- Conducting learning walks
- Reviewing marking and feedback
- Departmental meetings with a focus on reviewing progress
- Gathering input from the School Council
- Teacher planning scrutinies

11. Review

This policy will be reviewed on an annual basis by Principal and Vice Principal Curriculum. At every review, the policy will be shared with the Board of Governors.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour for Learning Policy
- Curriculum Policy
- Blended Learning Policy
- CEIAG Policy
- SEN Policy
- Coursework and Controlled Assessment Policy
- Marking and Feedback Policy/Assessment for Learning Policy
- AI Policy

