



QUEENS' SCHOOL

Dare to be Great

Teaching and Learning Policy

1. Principles and Aims

The aims of the Teaching and Learning Policy is to promote high standards of pedagogy across the school in line with The School's values and aims and underpinned by sound educational research.

Queens' School is an exceptional place to learn and to grow. Scholarship is a central principle of our work as educators and as part of the School's vision, the ambitious pursuit of knowledge, encouraging perseverance, nurturing a collaborative spirit, and instilling respect for all, we empower students to reach their full potential, as embodied by our STAR values.

There is a strong emphasis on staff knowing their subject and their students well, and that they use this to adapt teaching to support all students to make progress and develop creative and critical thinking skills, a strong understanding of their place in a complex society, and the ability to make informed and ethical choices.

Therefore, this policy aims to ensure that:

- Best pedagogical practice is understood, shared, and developed within and between departments. Teaching and learning developments are shared across the School through the Subject Leader Forum, staff meetings, staff briefings, and CPD. Staff are further encouraged to make links with other schools and engage with CPD outside of school to inform these conversations.
- Lessons incorporate a wide range of approaches (there is no preferred teaching style) enabling students to learn in an effective manner
- Progress is actively planned for and reviewed
- Effective assessment strategies should be considered
- Learning activities are planned to meet the specific needs of individuals and groups of students (including SEND, Pupil premium and the more able) as identified by assessment and other data
- Teachers intervene or reshape learning as soon as the need arises (adaptive teaching)
- Students receive regular detailed formative feedback
- Behaviour for learning is supported
- Independent learning and metacognition are fostered

2. Marking and Feedback

- Marking and feedback must be regular and be meaningful, manageable and motivating
- Summative marking will be used to inform students and their parents/carers of their attainment

- Formative marking will be used to inform students on what they need to do to progress; this could be verbal feedback or written feedback
- Students will respond to formative marking using ReAct

Further information on marking and feedback can be found in the Assessment, Feedback and Recording Policy.

3. Planning

- All teachers must have a secure overview of the starting points, progress and context of all students they teach. Staff foster positive working relationships with students from the outset.
- Activities, including home learning, must be designed to facilitate learning, not to keep students busy
- There must be evidence of long-term planning from schemes of learning as well as short-term planning in the planner (or electronically)
- Differentiation and Adaptive Teaching should be planned over time to ensure a Quality First approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room.
- Every class must have an up to date seating plan on ClassCharts
- There should be no dead time. Students are purposeful throughout lessons, and with the pace appropriate for the intended learning.

4. Teaching

- The aspects of teaching and learning are underpinned by Rosenshine's "Principles of Instruction" (2010) which focus on:
 - Scaffolds and cognitive supports, such as the use of instructional procedures and models, enabling students to grasp difficult tasks.
 - making precise links to previous learning, monitoring the knowledge of students, offering opportunities for practice and rehearsal, scaffolding knowledge retention and development of understanding.
 - Cognitive Science: how the human brain acquires and utilises new knowledge. This offers knowledge of how to endure the limitations of students' long-term memory when trying to learn new conceptual ideas.
- The Queens' Way of learning ensure that our STAR Values underpin:
 - **Scholarship**
 - **Tenacity**
 - **Altruism**
 - **Respect**

5. Link policies

- Assessment, Feedback and Recording Policy
- Challenge and Aspiration Policy
- Home Learning Policy

SLT: Mr Foxall

Committee: C&S

Trustee reviewed: July 2025

Review date: July 2028

Queens' School (Bushey) Ltd (registered number: 076506090)



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Equality and Diversity Impact Assessment

Aim and Objectives

Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.

Policy Assessment

	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability			✓	
Age			✓	
Sexual orientation			✓	

Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.

Monitor and Review
The policy will be monitored through feedback from stakeholders