



TEACHING AND LEARNING POLICY

2026 - 2027

DRAFT SUBJECT TO COMMITTEE APPROVAL

Document Type:	Colleague Responsible:	Date:	Next Review:
School	SHA	November 2026	November 2027
Approved By Curriculum, Achievement, Teaching and Learning and SEND Committee			

1. Wrotham School Teaching and Learning Intent
2. Principles of classroom teaching
3. Expectations of all teaching staff
4. Monitoring
5. Links to other policies
6. Review

Wrotham School Teaching and Learning Intent

At Wrotham School, high quality first teaching is considered to be the single most important contributing factor to successful outcomes in a child's education. This policy has been written to explicitly state the fundamental elements we consider to be essential in ensuring consistency, quality, engagement and impact in high quality first teaching.

Principles of classroom teaching

Adaptive teaching

At Wrotham School, we recognise that all students are unique, each bringing different strengths, needs, and levels of understanding to the classroom, including those with SEND. Adaptive teaching is central to our approach, ensuring that all learners can access, engage with, and be challenged by the curriculum. Teachers are expected to adjust their delivery, use of resources, pace, and focus in response to students' ongoing needs—both planned in advance and through responsive teaching during the lesson. This flexible, reflective approach supports high expectations for every student, and enables teachers to use a range of strategies and tools to create inclusive, ambitious lessons that maximise progress and participation for all.

Feedback and assessment

At Wrotham School, teachers are expected to follow and implement the school's Assessment and Independent Learning Policy consistently as a core element of effective classroom practice. Teachers use both formative and summative assessments in line with the policy to inform planning, support student progress, and provide meaningful feedback.

Live marking is also used in classroom teaching to promptly identify and address **misconceptions and literacy errors**, providing immediate, targeted feedback that enables students to make corrections, improve the accuracy of their work, and enhance their learning.

Peer and self-assessment

At Wrotham School, peer and self-assessment are integral components of our marking policy and are used to actively involve students in the learning process. By engaging in structured opportunities to assess their own work and that of their peers, students develop a deeper understanding of success criteria, take greater ownership of their progress, and become more reflective, independent learners. Teachers are expected to plan regular moments for meaningful peer and self-assessment within lessons, using clear models and guidance to ensure feedback is purposeful and constructive.

Questioning

At Wrotham School, targeted questioning is a vital teaching strategy used to challenge thinking, check understanding, and promote deeper learning for all students. Effective questioning allows teachers to assess knowledge in real time, address misconceptions, and adapt their teaching accordingly.

Formative assessment

At Wrotham School, formative assessment is a cornerstone of effective teaching and learning, playing a vital role in guiding student progress and improving outcomes. Teachers use a variety of ongoing assessment strategies—such as questioning, feedback, low-stakes testing, and peer/self-assessment—to identify students' strengths and areas for development. This real-time insight allows teachers to adapt their instruction to meet individual learning needs and ensure that all students are appropriately supported and challenged. Formative assessment also encourages student reflection and ownership of learning, helping to build resilience.

Challenge

At Wrotham School, we believe that all students are capable of excellence, and that high expectations should underpin every lesson. Teachers are expected to design and deliver challenging lessons that stretch learners of all abilities. Lessons should be ambitious and engaging, but also carefully adapted to meet the diverse needs of learners, ensuring that all students can access and succeed in the curriculum.

Behaviour for Learning

At Wrotham School, all teachers are expected to consistently follow and implement the school's Behaviour for Learning Policy as an integral part of their classroom practice.

Literacy/ Numeracy

At Wrotham School, all teachers share responsibility for developing students' literacy and numeracy skills, recognising that these are essential foundations for success across the curriculum and in life beyond school. Teachers will use reading ages to support children in the classroom and improve their Literacy skills.

Expectations of all teaching staff

- **Annotated seating plan:** annotated seating plans are used to support teaching and learning by enabling teachers to strategically organise the classroom based on students' individual needs and progress data.
- **Taskboards:** teachers at Wrotham School are encouraged to use taskboards in lessons to provide clear lesson structure and outline the learning activities.
- **Character strengths:** teachers at Wrotham School are encouraged to actively award character strengths during lessons and utilise the school's character value language as part of classroom teaching.
- **Driving questions or learning objectives:** Teachers at Wrotham School use clear learning objectives and driving questions to focus students' thinking, ensuring that students

understand **what they are learning, how they will learn the content, and why the learning is important**, providing clarity, purpose and direction throughout the lesson.

- **Peer/ self-assessment:** teachers at Wrotham School thoughtfully plan peer and self-assessment opportunities to encourage student reflection, collaboration, and ownership of their learning progress.
- **Literacy/ numeracy:** teachers at Wrotham School actively develop and correct literacy and numeracy skills within classroom teaching.
- **Thinking back/ Thinking forward:** at Wrotham School teachers embed "thinking forward" and "thinking back" into lesson planning to help students make meaningful connections to prior learning and anticipate future content, strengthening understanding and long-term retention.

Monitoring

- The Senior Leadership Team, Heads of School, Heads of Department and Heads of Year continuously monitor teaching and learning through learning walks and through the appraisal process.
- Data is used to track student performance and to target intervention.
- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level.
- This policy is reviewed annually.

Links to other policies

Curriculum and Assessment, Appraisal Policy and Independent Learning

END

This policy was adopted by the Governors Curriculum Committee

To be reviewed on an annual basis – September 2026