



Warlingham School  
& Sixth Form College

Wide Horizons  
High Aspirations

## **TEACHING AND LEARNING POLICY 2026**

## Aims and Principles

To ensure all students are provided with high quality learning experiences, leading to a consistently high level of pupil achievement and attitude.

### Key Principles



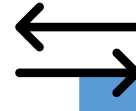
#### Outstanding Learning for all

- Teachers will use evidence informed practice to expertly ensure that all students can remember more and do more over time.
- Teachers will systematically review and adapt their curriculum as a progression model in light of evidence to ensure that it engineers success and maximises learning.



#### All are outstanding Learners

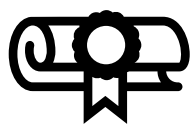
- Teachers will ensure that all students understand themselves as learners
- Know strategies for maximising their learning
- Know how to go about implementing them.



#### Responsiveness to all

- In order to meet the needs of all students, teaching will be continually responsive to what all students – particularly those who are disadvantaged or who have special educational needs - know and know how to do at each moment.
- The curriculum will be systematically adapted to meet the needs of students who are at risk of making less progress.

## Outstanding Learning For all – The Learning Journey



Curriculum Intent -  
progression and  
belonging



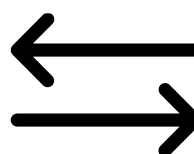
Reading



Pedagogy



Metacognition



responsiveness



visible consistency



## Curriculum Intent – Progression and belonging

### **Progression Model**

Teachers will develop a cohesive, cumulative and highly sequenced subject curriculum designed with long-term memory and short-term cognitive load in mind. Teachers will plan the curriculum around “destinations” – clearly defined and mapped curriculum end points in the following areas:

- “Knowledge”, semantic knowledge (being able to recall, define and use vocabulary in complex sentences). This knowledge is cemented through repeated testing.
- “Understanding” – schematic knowledge (being able to explain how vocabulary links to core concepts which need pre-teaching). This knowledge is cemented through repeated organising.
- “Skills” - procedural knowledge (being able to explain the steps to undertake in order to meet success criteria). This knowledge is cemented by repeated practising.
- “Attributes” – knowledge of metacognition (being able to explain how the brain learns, how character is developed and the importance of mindset in successful goal attainment). This knowledge is cemented by repeated reflection.

Teachers adopt the “TOPR” approach both in lesson planning and in the communication of the learning process to students to improve their metacognition.

T – Test

O – Organise

P – Practise

R - Reflect

### **Diversity, inclusion and belonging**

Teachers will ensure that all students can see themselves in the curriculum and that curriculum decisions are made with a view to ensuring all students have a sense of belonging in Warlingham School and the wider community. This will entail careful consideration of:

- Stimulus materials, for example selection of texts, case studies, sources and examples
- Topic areas
- Perspectives and voices

## Reading



Teachers will explicitly teach reading in every learning sequence so that:

It is our vision that all students develop a love of reading - reading for pleasure

- All students have the vocabulary to understand a wide range of texts – reading for understanding
- All students are strategic readers using reading strategies to be able to find useful information in texts quickly – reading for information
- All students reflect on what makes a good written answer in each discipline – reading for writing

To enhance disciplinary reading and ensure equitable access to complex texts, Warlingham is introducing MAPS as a consistent whole-school routine. MAPS provides a structured approach to vocabulary and reading comprehension—modelling language, discussing meaning, practising pronunciation and situating words in rich context—supporting all learners to read with confidence and understanding.

## Whole-school routine for Reading & Vocabulary: MAPS

Model key vocabulary (≤5 Tier 2/3 words, dual-coded with visuals);

Actively discuss meanings (Frayer model/Turn & Talk);

Practise pronunciation ('I say, you say');

See in context via expert read-aloud with misconceptions addressed before independent work.

## Pedagogy



### Learning Journey Principles

Teachers will structure the delivery of the curriculum around the four principles of The Learning Journey.

- Sharing the destination
- Checking starting points
- Guiding and securing next steps
- Checking arrival

### Evidence Based practice

Teachers will ensure their understanding of The Learning Journey is constantly developing in light of the best research. This policy will develop with teachers' shared understanding of the Learning Journey.

### Rosenshine's Principles

The Learning Journey is [underpinned by Rosenshine's principles of instruction](#). Teachers will plan learning sequences with these principles evident.

- Daily Review
- Present new material in small steps
- Ask questions
- Provide models
- Guide student practice
- Check understanding
- Obtain a high success rate
- Provide scaffolds
- Independent Practice
- Weekly and monthly review



## **Metacognition & Practice 4 Progress**

Teachers will support students' ownership of their Learning Journey by using evidence-based techniques in lessons and explaining to students why certain specific techniques are proven to support student learning. These are "Practise 4 Progress" techniques.

- Blank Page retrieval
- Thinking maps
- Flash cards
- Knowledge organisers
- Dual coding
- Mnemonics – both verbal and visual.
- Memory palace
- Practice papers

## **Predictability (Codification & Alignment)**

Teachers will establish and rehearse clearly defined routines that ensure behaviour, expectations and transitions are consistent in every classroom. These predictable structures reduce uncertainty for students and support a calm learning environment where cognitive load can be directed towards learning.

## **Strong Starts**

Teachers will ensure that lessons begin in a calm and purposeful manner. This includes greeting students at the threshold, guiding an orderly and respectful entrance, and directing students to adopt Standing SLANT (see pages 15 and 16 for further details). before beginning the retrieval or starter activity. Teachers will move students swiftly and deliberately into Seated SLANT so learning begins promptly.

## **Strong Exits**

Teachers will ensure that the end of lessons is orderly and aligned. This includes a clear and practised pack-away routine, students returning to Standing SLANT for final messages or recognition, and dismissal that is calm, controlled and facilitated from the threshold.

## **Habits of Attention**

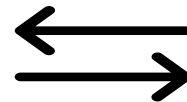
Teachers will use SLANT as a whole-school habit of attention, ensuring that expectations for posture, listening and participation are clear and consistently upheld. Transitions will be managed through a shared Signal–Pause–Insist routine, ensuring all students respond immediately and calmly to teacher direction.

## **Movement and Transitions**

Teachers will support calm movement around the school by ensuring students line up after break and other unstructured times and by accompanying and directing class transitions. Staff will reinforce the school's shared corridor expectations, known as Move WELL (Walk, Eyes forward, Low volume, Left), to maintain a safe and purposeful environment.

## Warm/Strict Professionalism

Teachers will communicate expectations with warmth, clarity and professionalism, ensuring that corrections are made with the principle of ‘purpose, not power’. Low-level behaviour will be addressed using least-intrusive interventions, and consequences will be issued with certainty and consistency through the school’s C1–C3 framework. Where required, teachers will follow the school processes for ELT call-out, Reset and Reintegration to ensure learning is restored swiftly and supportively.



## Responsiveness

Teaching should be “**responsive**” which is defined as a continual process of adapting teaching in light of the evidence gained from assessment or from student contextual information.

Adapting teaching refers to a teacher’s agility in changing tack or course in order to address misconceptions, increase fluency of recall or fill important gaps in prior learning. It also refers to the specific ways that a teacher changes plans in order to meet the needs of students with SEND.

## Responsiveness to continuous assessment

The Learning Journey is a dialogic process where the curricular decisions of the teacher are made in response to the checking of student answers and performance.

Assessment should therefore always be:

- Continuous
- Meaningful
- Manageable
- Motivating

Teachers will have a clear rationale and plan for assessment within each unit so that

- They are able to be responsive in their teaching, adapting their curriculum and lessons to respond to changing student starting points
- They are able to give timely feedback to students, parents and other stakeholders about which curriculum endpoints have and have not been mastered and guidance about next steps. Teachers will keep records where appropriate to support this process. Teachers will consider cognitive load when giving feedback to ensure it is meaningful
- They can engineer the success of all students, providing opportunities for authentic praise

Student work narratives should clearly show regular interaction with feedback. This can be in the form of:

- Marking
- Oral individual feedback in class
- Whole class feedback
- Peer assessment
- Self-assessment

Student voice will reveal that students can talk about their Learning Journey.

## Responsiveness to student need

Teaching will be inclusive, considering the learning needs of all students in the classroom, especially those with SEND. This includes pre-teaching, re-teaching, scaffolding, providing differentiated work and creating an inclusive learning environment (Wave 1). Teachers will ensure that lessons reflect:

- Highly focused lesson design with clear, sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk individually and in groups.
- An expectation that pupils will accept responsibility for their learning and work increasingly independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

To support this, teachers will make use of a consistent set of whole-class participation and checking-for-understanding routines. These routines ensure that every student is required to think, respond and contribute, enabling teachers to adapt responsively to what students know and can do.

This includes:

- **Cold Call**, used to sample a wide range of pupil thinking and ensure all students are prepared to contribute.
- **Turn & Talk**, used for short (10–30 second) partner discussions with clear in-cues and out-cues, followed by whole-class sampling.
- **“I say, you say”**, used to secure accurate pronunciation, definitions and fluent retrieval of key ideas and vocabulary.
- **Census checks**, such as mini-whiteboards and/or red–green cards, used to gather whole-class responses so teachers can make immediate decisions about whether to reteach, proceed or adjust the task.

Teachers will also provide high-quality Wave 1 scaffolds that ensure the curriculum is accessible to all students, including:

- Pre-teaching or re-teaching essential vocabulary and concepts.
- Dual coding, models and worked examples to reduce cognitive load.
- Flexible grouping or seating arrangements where appropriate.
- Clear success criteria, modelled processes and chunked instructions, supported by visual timers where useful.
- Opportunities for students to respond in different modes, such as verbal rehearsal, mini-whiteboards and short written responses before moving to extended tasks.
- Deliberate circulation during learning to provide timely feedback and make prompt adjustments.

Wave 1 provision will be reduced or withdrawn when students demonstrate increasing independence.

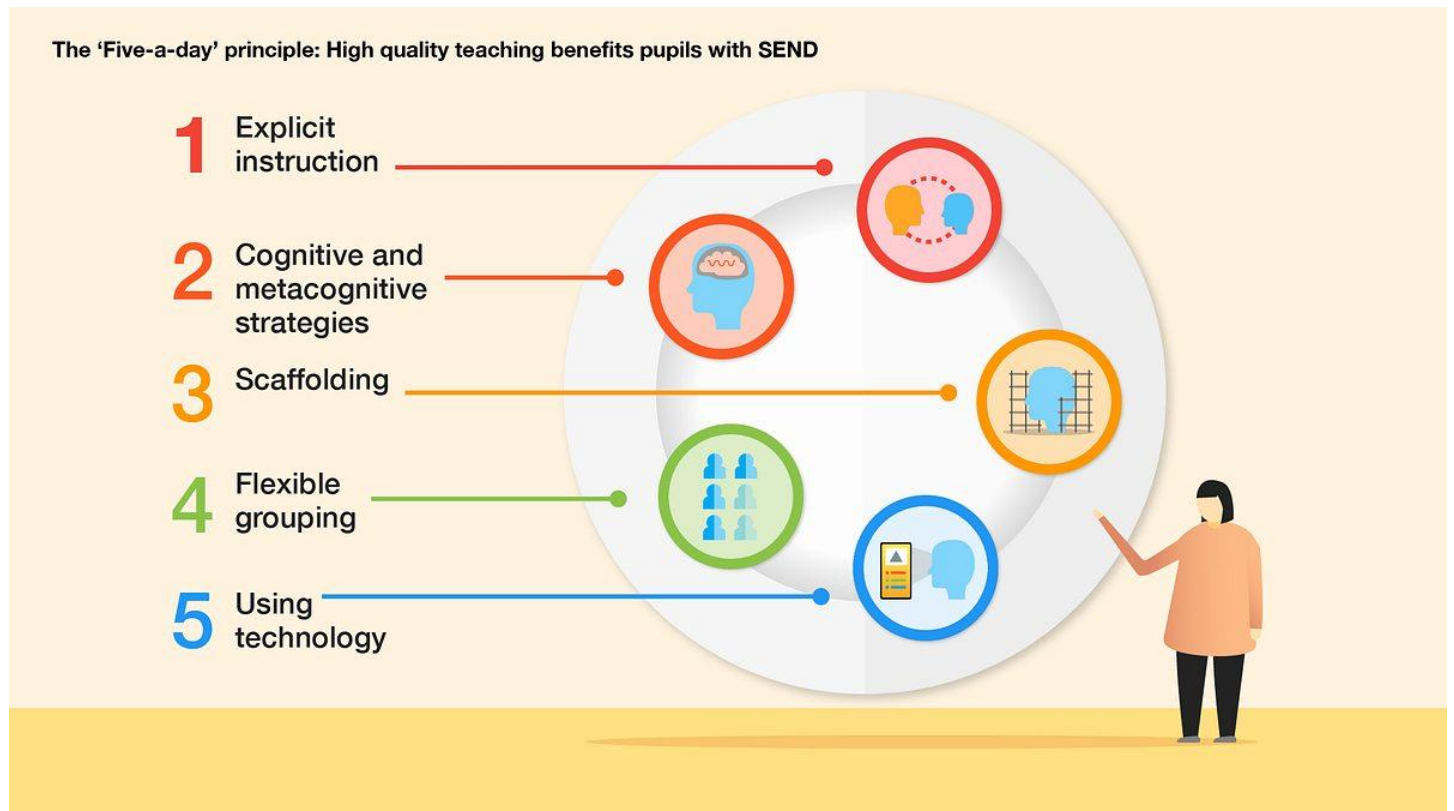
Teachers will communicate and collaborate with other professionals within school to provide specific, additional and time-limited interventions for those who need help to accelerate progress to work at or above age-related expectations (Wave 2).

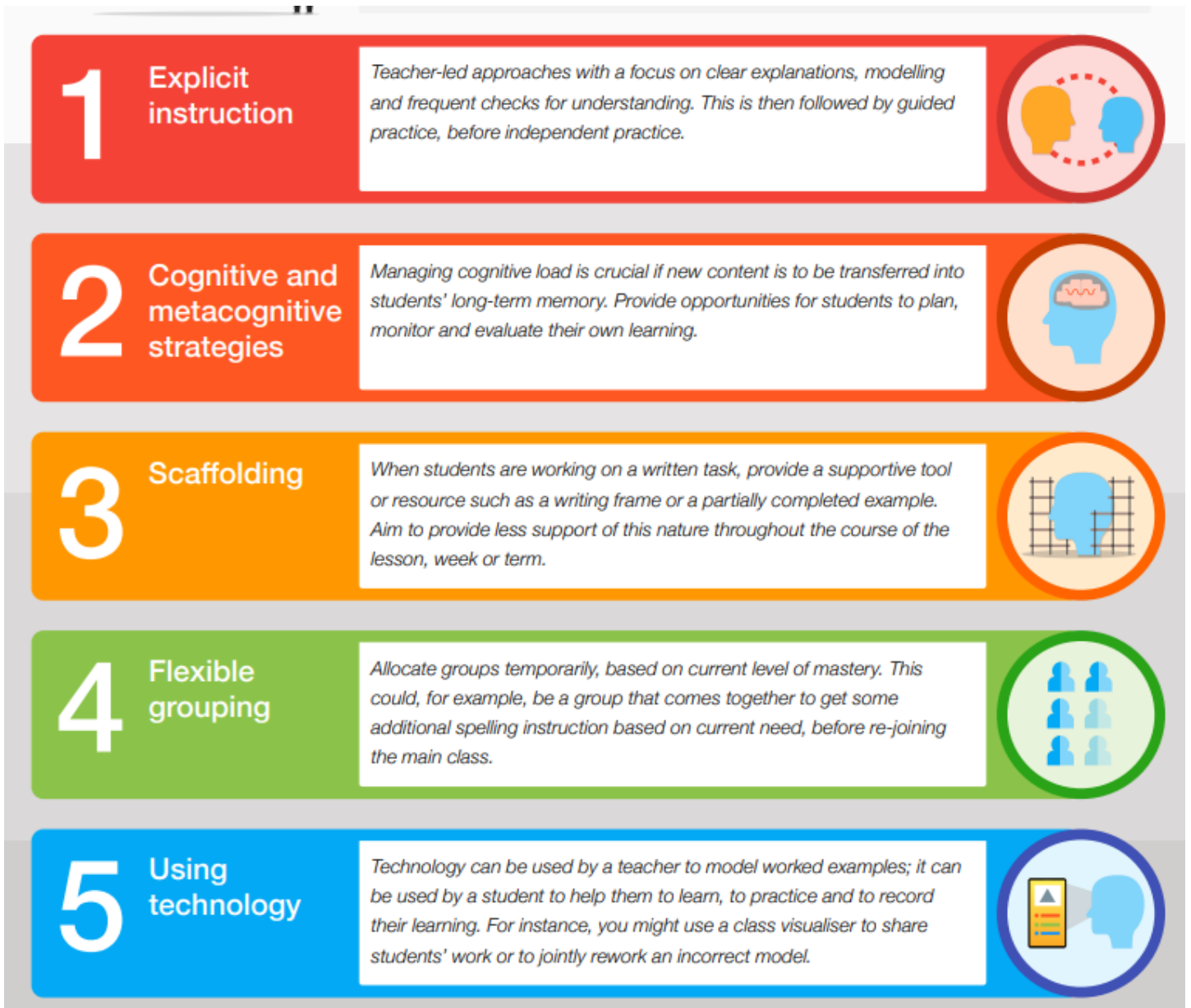
Where teaching assistants are involved, teachers will develop systems of communication that ensure interventions are purposeful, focused on independence, have clear success criteria and remain time-limited.

When necessary, teachers will work with specialists within or beyond the school to provide highly tailored intervention for a minority of children where this is required to accelerate progress or enable students to achieve their potential.

## Five-a-day

All teachers should follow the Five-a-Day principles.





### Visible Consistencies

Teachers will apply a consistent set of routines and expectations across all classrooms so that students experience clarity, security and predictability throughout the school day. This includes the use of shared verbal cues and agreed routines, such as whole-school SLANT prompts (e.g. “SLANT in 3–2–1”) and common in- and out-cues that support smooth transitions and attentive learning.

Teachers will actively rehearse key routines following weekends, holidays or whenever standards require re-establishing, ensuring that students understand what is expected of them and how to meet those expectations. Corrections and consequences will be issued with warm/strict professionalism, ensuring they are delivered fairly, consistently and with a focus on restoring a calm, purposeful learning environment.

Teachers will be present at the threshold during lesson transitions to greet students, reinforce expectations and support calm movement around the school. Staff will uphold our shared approach to corridor conduct through consistent reinforcement of Move WELL, ensuring that transitions between lessons remain orderly, safe and conducive to learning.

## **Home Learning**

Home learning is work that is set to be done outside the taught curriculum. It contains an element of independent study as it is not directly supervised by a teacher. Home Learning can be completed within school, for example, in the Learning Resource Centre when tasks require books, software or equipment not found readily at home. Home learning enhances in school learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum.

Home Learning at Warlingham should be

- **Integrated:** Planned and focused activities linked with what is being learned in class.
- **Rewarding:** Not be used as a punishment or penalty for poor performance.
- **Interactive:** Pupils should receive specific and timely feedback on homework.
- **Purposeful:** the purpose of homework should be clear to students (e.g. to increase a specific area of knowledge, or fluency in a particular area)?

The types of work set for home learning Evidence suggests that short, frequent home learning closely monitored by teachers has greatest impact (Hattie).

There are three valid types of homework which have some positive impact (Rosário et al., 2015):

- Practice
- Preparation
- Extension

According to Vatterott (2009), the most impactful home learning tasks are ones that focus on practice, checking for understanding, or applying the knowledge or skills students have learned in their lesson.

## Outstanding Learners - The Warlingham Learner



Explicit teaching of character and values



Explicit teaching of behaviour and attitudes



Explicit teaching of Social, Moral, Spiritual and cultural literacy



Careers - supporting students to have goals and hope.



### **Explicit teaching of Character and Values**

Teachers will support students to build resilience by identifying with the school values of courage, commitment and kindness. Teachers will develop student understanding of those values and in particular, the 9 Warlingham Learner Characteristics.

#### **Courage**

- To be up for a challenge
- To be keen to improve
- To see mistakes as opportunities

#### **Commitment**

- To keep going when things get hard
- To plan and anticipate
- To manage distractions

#### **Kindness**

- To respect others – to think of others' feelings before acting
- To treat people as equals
- To volunteer

## Explicit Teaching of behaviour and attitudes



Teachers will use the Warlingham Learner as a framework to develop an outstanding behaviour culture characterised by high support and high challenge.

At Warlingham, we are proud to belong to an inclusive, warm, welcoming and friendly school, built on mutual respect for each other, the school environment and our community. We feel safe, valued, respected and challenged to achieve the best for ourselves and others. We hold ourselves to the highest standards so that we are able to interact confidently, positively and successfully in a range of contexts and situations, at school and beyond.

At Warlingham all students are focussed and ready to learn. The classroom is a well-resourced, organised, safe place where high challenge and high support is evident for all stakeholders. Students are proud of their achievements which are visibly evident across the school.

At Warlingham we provide concrete and unambiguous definitions and explanations of the behaviours we expect to see.

The following are areas of alignment which all Warlingham staff adhere to.

## SLANT

- SIT UP STRAIGHT (arms folded in "reset" moments and in strong starts and exits)
- LISTEN
- ASK AND ANSWER QUESTIONS
- NEVER INTERRUPT
- TRACH THE TEACHER

## STEPS

- SALUTATION "SIR", "MISS" OR NAME - GOOD MORNING, AFTERNOON ETC
- THANK YOU
- EXCUSE ME
- PLEASE
- SMILE (Warm, welcoming and friendly body language)

## (move) WELL

- WALK (DON'T RUN OR STOP TO CHAT)
- EYES FORWARD
- LOW VOLUME
- LEFT HAND SIDE

## SHAPE

- SENTENCES (USING THE WORDS IN THE QUESTION)
- HANDS AWAY FROM MOUTH
- ARTICULATE
- PROJECT
- EYE CONTACT (OR A SIMILARLY EFFECTIVE WAY OF SHOWING RESPECTFUL ATTENTION TO THE CONVERSATION)

## STRONG START

- STAND AT THE THRESHOLD - MONITORING MOVE WELL, ENSURING STEPS
- NARRATE THE ENTRANCE "BAGS ON FLOOR, EQUIPMENT INCLUDING PLANNER ON DESK, COATS ON BACK OF CHAIR, STAND BEHIND CHAIRS
- STANDING SLANT (check preparedness for learning) - NARRATE THE WAIT WITH CORE CONTENT REHEARSAL
- SEATED SLANT LEADING INTO RETRIEVAL TASK

## STRONG EXIT

- SEATED SLANT - PACK AWAY FOLLOWING ESTABLISHED ROUTINE
- STANDING SLANT - CHECK ALL UNIFORM, AWARD STAR STUDENT, GIVE NOTIFICATIONS
- TEACHER STABNDS AT THRESHOLD MONITORING MOVE WELL
- ORDERLY DISMISSAL -ONE ROW AT A TIME
- STEPS

## BREAK Time

- on Break duty and lunch duty , the role of school staff is to educate young people on the BREASK TIME Principles
- BOUNDARIES - NO UNNECESSARY PHYSICAL CONTACT
- RESPECT - NO SWEARING OR OFFENSIVE LANGUAGE
- ENVIRONMENT - NO LITTERING
- ACCEPTANCE - INCLUSIVE LANGUAGE AND BEHAVIOUR
- KINDNESS - HELPING THOSE IN NEED OR WHO ARE LONELY
- TIME - PUNCTUALITY - START PREPARING TO BE ON TIME TO YOUR NEXT LESSON

## I say, you say

- Whole-class choral responses delivered in unison.
- Reinforces key vocabulary, pronunciation, and academic content.
- Builds belonging through coordinated class participation.
- Increases energy, pace, and engagement in lessons.
- Teacher uses a clear in-cue (e.g., "3, 2, 1..." or gesture) to ensure precise, unified responses.
- Used to emphasise key points, support retrieval, and sharpen classroom culture.
- Must stay crisp — teacher resets if responses are too loud, too slow, out of sync, or incomplete.

## Turn & Talk

- Structured, time-bounded partner discussions to increase participation and thinking.
- Builds confidence before Cold Call or whole-class discussion.
- Creates momentum and belonging through active discussion.
- Teacher assigns fixed talk partners (pairs or occasional threes).
- Short duration — typically 10–30 seconds with a visible timer.
- Teacher uses clear in-cue ("Turn and talk in 3, 2, 1...") and out-cue ("Back together in 3, 2, 1...").
- Teacher circulates to listen for strong ideas & misconceptions.
- Follow-up should include Cold Call or "everybody writes" to ensure accountability.

## Red & Green cards

- Whole-class visual check for understanding on cue.
- Students show red/green based on a predetermined meaning (e.g., correct answer, confidence, true/false).
- Prevents copying by having students place heads down/eyes closed before the cue.
- Teacher scans, narrates expectations, and immediately adapts instruction.
- For extended tasks:
  - Green on desk = confident
  - Red on desk = needs clarification
  - Red held up = cannot begin; needs support now

## MAPS

- Model Key Vocabulary: Introduce up to five key words with visuals.
- Actively Discuss Meaning: Predict meanings using Turn and Talk and brief whole-class discussion.
- Practise Pronunciation: Use "I say, you say" to secure accurate pronunciation.
- See in Context: Read a short text aloud; students highlight key words and circle unfamiliar ones.

## **Explicit teaching of Social, Moral, Spiritual and Cultural literacy**

Teachers should ensure that the planned curriculum develops:

- The spiritual development of pupils so that they are increasingly able to be reflective about their own beliefs, sense of enjoyment and fascination in learning about themselves, others and the world around them.
- The moral development of pupils so that they are increasingly able to debate and recognise the difference between right and wrong so that they understand the consequences of their behaviour and actions, linking to the concept of respect.
- The social development of pupils so that they are increasingly able to engage with the fundamental British values and increasingly willing and able to participate in a variety of communities and social settings.
- The cultural development of pupils so that they are increasingly able to understand their own culture and appreciate a wide range of cultural influences, showing respect for different faiths and cultural diversity. Teachers should prioritise ensuring every student has a sense of belonging within school and the wider community.

## **British Values**

Fundamental British values are defined as:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

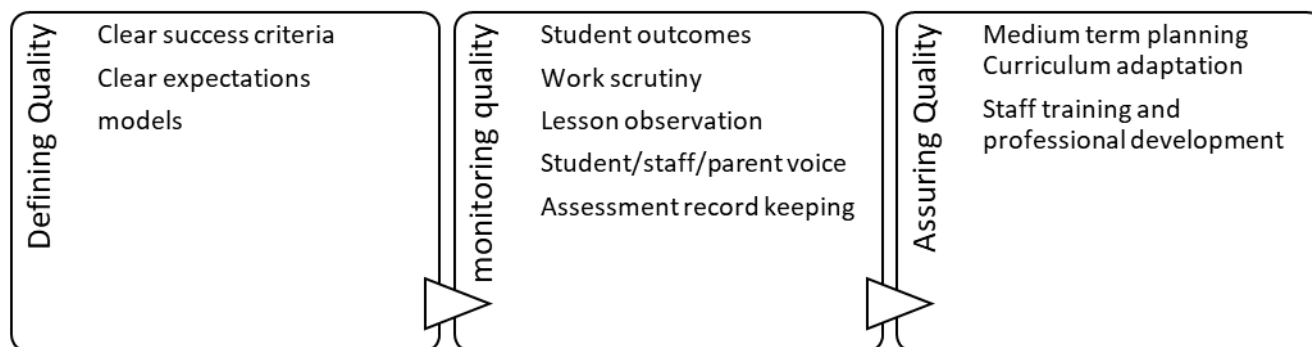


## **Explicit teaching of careers**

Teachers will support students to have motivating career goals and both a sense of hope about the future and an understanding of the routes, pathways and the skills in demand from employers.

## Monitoring and Quality Assurance

Monitoring and Quality Assurance at Warlingham School ensures that the quality of education is consistently high across subjects, year groups and classrooms. Quality assurance is defined as the medium-term planning or the training and professional development that arises from examining the evidence of impact on student outcomes and performance.



The school uses a clearly defined set of aims, processes and expectations so that monitoring is purposeful, consistent and aligned across all levels of leadership.

### Aims

- To ensure that our monitoring of all key elements of the quality of education is robust, streamlined and strategic.
- To empower middle leaders to drive the quality of education in relation to their area(s) of leadership.
- To ensure there is a clear next step in place to support improvement in the quality of education following the learning from monitoring and quality assurance.
- To support consistent and effective line management of middle leaders.
- To support the most strategic and effective use and impact of Senior and Middle Leaders' time in monitoring and quality assurance.

### What do we mean by monitoring and quality assurance?

- Defining Quality – What constitutes 'quality', i.e. the expected standard for Warlingham School, as articulated through The Learning Journey, Predictability routines, Adaptive Teaching, MAPS and The Warlingham Learner.
- Monitoring – The systematic checking to identify where the expected standard is being met and where it is not. This includes evidence from work scrutiny, learner feedback, learning walks and data-informed scrutiny.
- Assurance – Taking action\* to ensure the expected standard is known and met.  
\*Actions may include reiterating expectations, providing support and training, coaching to improve practice, or using targeted processes to hold colleagues to account.

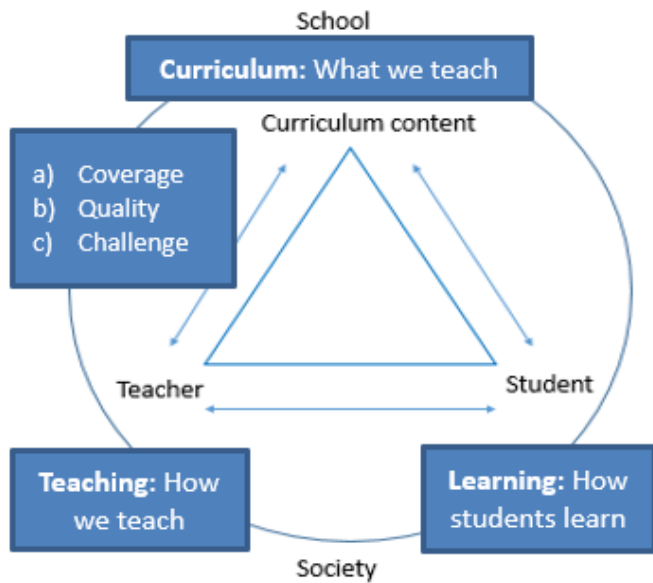
### Delivering an Outstanding Quality of Education

For every element of the Quality of Education at Warlingham, the school must secure the following:

Curriculum – Ambitious, coherent and well-sequenced curriculum intent and implementation aligned to agreed progression models.

Teaching – High-quality instruction underpinned by the Learning Journey, Predictability routines, Adaptive Teaching and disciplinary literacy (including MAPS).

Learning – Strong student outcomes, high expectations, clear presentation, effective feedback and visible interaction with curriculum goals.



## Quality

### Curriculum

Our curriculum intent, the curriculum intent of each subject discipline and schemes of learning articulates the expected standard for monitoring and quality assurance

### Teaching

The Learning Journey articulates the expected standard for monitoring and quality assurance

### Learning

Flightpaths, Target grades, 'Presentation matters' and The Warlingham Learner articulate the expected standard for monitoring and quality assurance

## Monitoring

Each of the three principles above must be systematically checked to identify where expected standards are secure and where improvement is required. The school uses four main monitoring methods:

- General Work Scrutiny – Detailed review of exercise books, folders and assessed work.
- Learner Feedback – Gathering pupil voice through questionnaires, online forms or interviews.
- Learning Walks – Short visits to lessons to evaluate the consistency of routines, climate for learning and instructional delivery.
- Data-Informed Work Scrutiny – Using in-year assessment data to identify pupils or groups for focused review.

## StepLab – Central QA and Coaching Platform

StepLab is the school's central platform for recording, analysing and supporting both coaching and QA processes. All learning walks, drop-ins, book looks, observation notes and action steps are recorded in StepLab to ensure:

- Transparency and consistency across departments
- Accurate identification of strengths and next steps
- A clear audit trail for middle and senior leaders
- Tracking of improvement trajectories over time
- Alignment between coaching, professional development and whole-school priorities

## Monitoring & QA

Leaders and teachers ensure that expectations are consistently understood and applied across classrooms:

### Predictability

- Strong Starts and Strong Exits
- SLANT as a habit of attention
- Signal–Pause–Insist
- Threshold presence and reinforcement of Move WELL during transitions

### Adaptive Teaching

- Frequent Cold Call
- Tight, time-bound Turn & Talk
- Mini-whiteboards and/or red–green cards used as census checks
- Visible scaffolds and worked examples matched to pupil need

### Reading/MAPS

- No more than five selected Tier 2/3 words
- Dual coding used to support understanding
- Expert read-aloud of disciplinary text
- Immediate clarification of circled/unfamiliar words

### Work Evidence

- Clear uptake of feedback
- Improved accuracy, fluency and understanding
- Evidence of misconceptions being addressed
- Alignment with curriculum endpoints

## Assurance

Following monitoring, leaders take action to ensure that the expected standard is known, met and sustained. Assurance may include both recognition of strong practice and support where improvements are required.

Where monitoring shows that the expected standard **is being met**, this should be communicated clearly to those delivering the curriculum, teaching or learning. Recognition for high-quality practice may take several forms:

- Formal letter or certificate from the Principal or Senior Leadership.
- Formal letter or certificate from the Line Manager.
- Email of thanks or written recognition.
- Verbal and face-to-face feedback.
- Being asked to share effective practice more widely with colleagues.
- Verbal or written recognition of high-quality practice through coaching conversations recorded in **StepLab**.

Where monitoring shows that the expected standard **is not yet being met**, leaders will communicate this clearly and take action to ensure improvement. This may include:

- A follow-up conversation with the Line Manager and a second opportunity to demonstrate the expected standard.
- Guidance towards support materials (e.g. Teaching & Learning Handbook, WarlinghamTL.com) or shared practice.
- Training and support in how to meet the expected standard.
- Support from a lead teacher or mentor/coach, with agreed action steps recorded in **StepLab** to track progress.
- Inclusion of the focus area in departmental CPD sessions.
- Involvement in a targeted element of the whole-school elective CPD programme.
- Integration of improvement actions into Performance Management objectives.
- A departmental curriculum review or more detailed Quality of Education review.

In all cases, assurance actions will be aligned with the school's priorities and recorded in **StepLab** where appropriate, enabling transparent follow-up, monitoring of improvement trajectories over time, and consistency across departments.

### **Monitoring**

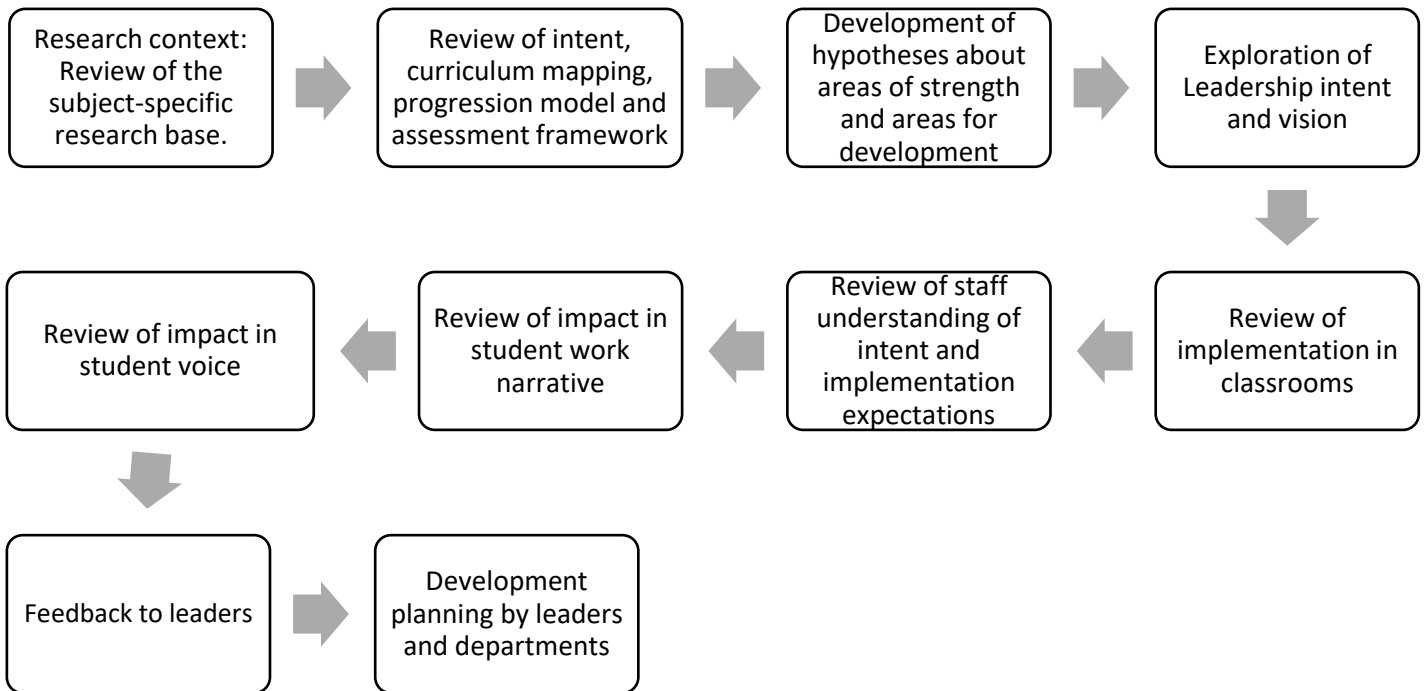
Each of the 3 principle needs to be systematically checked to identify where the expected standards are being delivered and where this is not the case.

We have 4 main methods of monitoring:

- **General work scrutiny** – A detailed look at exercise books, folders, 'Show my homework' and assessed work of students.
- **Learner Feedback** – gathering the views of students (this can be via a questionnaire, online feedback form or interview)
- **Learning Walk** – visits to lessons
- **Data informed work scrutiny** – In-year assessment data will be used to identify target students or groups of students to look at the quality of their work and/or assessment material

All of these methods are components of a Deep Dive. This is a collaborative enquiry into the impact of the curriculum in specific areas.

A Deep dive follows the process outlined here:



## Monitoring Processes

### General work scrutiny

A detailed look at exercise books, folders, 'Satchel' and assessed work of students.

- **HOD/TLR** - A class set of exercise books or folders alongside any assessed work (if not in exercise books/folders) for the year group identified should be provided to the HOD to randomly sample.
- **SLT** - A sample of students should be selected to provide all their exercise books/folders and assessed work (if not in exercise books/folders) to be monitored in the designated SLT meeting.

### Learner Feedback

Gathering the views of students (this can be via a questionnaire, online feedback through SMHW, Microsoft form or interview).

- **HOD/TLR** - Student views will be gathered in relation to the focus of the monitoring. HODs will share and agree the method of gathering views beforehand with PJF for approval and key learning and actions electronically following feedback.
- **SLT** - A representative sample of students selected by SLT attend an informal meeting with SLT members (this will be in ACTIVE time, a lunchtime or another agreed point). SLT members will discuss the agreed focus of the monitoring and capture the views expressed by students. These will be shared and discussed at SLT, learning and actions agreed and shared with wider staff/HODs as applicable.

### Learning Walk

Visits to lessons:

- **HOD/TLR** - A sample of lessons for the identified year groups will be visited by HODs/TLR holders. Where possible SLT Line Managers should QA at least one lesson visit. For teaching focused learning walks the Learning Journey is the expected standard that is monitored. For learning focused learning walks the student's target grades/flightpaths, the presentation expectations and the Warlingham learner are the expected standard that is monitored. These will involve using school wide monitoring forms. For curriculum focused learning walks these will involve a form that can be adapted to capture the fundamentals of the department curriculum intent.
- **SLT** - A sample of lessons for the identified year groups will be visited by SLT members. If the focus is teaching or learning the see above for the expected standard. For curriculum focused learning walks these will involve a form that captures the fundamentals of the school curriculum intent. These will be shared and discussed at SLT, learning and actions agreed and shared with wider staff/HODs as applicable.

### Data informed work scrutiny

In-year assessment data will be used to identify target students or groups of students to look at the quality of their work and/or assessment material.

- **HOD/TLR** - The exercise books or folders alongside any assessed work (if not in exercise books/folders) for identified underperforming students or groups (as identified in the most recent data collection) should be provided to the HOD to monitor and identify learning and actions. Additionally, identifying a student/sample of students performing particularly well to explore the features of success should form part of the sample.
- **SLT** - A sample of students identified as underperforming or belonging to a group that is underperforming should be selected by SLT to provide all their exercise books/folders and assessed work (if not in exercise books/folders) to be monitored in the designated SLT meeting. Additionally, identifying a student/sample of students performing particularly well to explore the features of success should form part of the sample.
- **SENDCo** - in each sample a student with SEND should be selected and the SENDCo should evaluate the extent of and impact of curriculum adaptations.

### **When, what, how and who?**

All three elements of the quality of education will be systematically monitored and quality assured by leaders within the school. At a department level this will be led by HODs and TLR holders. At a whole school level this will be led by SLT. SLT Line Managers and Lead Teachers will help support and quality assure the monitoring undertaken in departments. A Calendar of QA activities will be published at the beginning of each year.

To ensure our monitoring of all key elements of the quality of education is robust, streamlined and strategic each year group will have been monitored in terms of Curriculum, Teaching and Learning at some point across the year. This will tie in with available data in the case of work scrutiny. Not every method of monitoring will be carried out with every year group although all will have had at least 3 of the 4. This means there is strategic coverage to provide breadth in our monitoring approach and by specifically allocating approach and year group, it ensures there is no overlap and therefore it is streamlined. The specific monitoring process will provide depth over breadth as the overall approach provides the breadth.

### **Record Keeping**

In order to deliver on the 'assurance' element of this process clear records need to be kept to identify:

- Learning from monitoring
- Next steps in recognising and rewarding quality
- Next steps in taking action to address any areas where the expected standard is not being met
- Impact – closing the loop to check that actions taken have led to the expected standard now being met. Recognising and rewarding where it is and taking further actions to address it where it is not

## The Governance of Teaching and Learning

While it is not for governors to become involved in operational detail, the effective oversight of the teaching, learning and assessment strategy is essential, as is understanding the impact this has on student outcomes and the wider community. We aim to support effective governance by being clear about what constitutes outstanding teaching; by developing governors' confidence in forming judgements based on the widest and most reliable sources of evidence; and by ensuring that governors participate in Warlingham School's quality monitoring cycle. Small, ad hoc groups of governors may also be established to review evidence and progress where appropriate.

Leaders and governors now use **StepLab** as a key evidence source to evaluate the quality of education. StepLab provides a clear and transparent audit trail of coaching activity, QA findings, agreed action steps and professional development work. This enables informed strategic oversight, ensures alignment between monitoring and improvement, and supports rigorous governance across the school.

School leaders support teaching and learning by:

- Motivating, encouraging, trusting and valuing colleagues to do well.
- Modelling practice and leading by example in teaching.
- Providing opportunities for colleagues to take on greater responsibility and engaging them in development programmes from the second year of teaching onwards.
- Promoting professional development focused on teaching, learning and leadership, and keeping abreast of change.
- Coaching colleagues and enabling deliberate practice.
- Encouraging initiative and allowing both students and staff to experiment, secure in the knowledge they will be supported.
- Showing interest and being generous with praise, encouragement and support in moving practice forward.
- Building teams and empowering them to lead improvement.

Leaders do this by:

- Promoting and participating in teacher learning and development.
- Planning, coordinating and evaluating teaching and the curriculum.
- Establishing goals and clear expectations.
- Deploying strategic resourcing to support high-quality provision.
- Ensuring an orderly and supportive environment in which staff and pupils can thrive.

Leaders are dedicated to improving the quality of education through:

- Creating a collaborative culture, where collegiate approaches ensure that knowledge is shared through expectations, systems and structures (such as learning triads).
- Ensuring staff learning through non-negotiable processes such as the Professional Development Review, coaching, mentoring and peer learning, alongside opportunities for action research.
- Widening the school's community through links with other cultures and organisations, including networks, learning partnerships and outreach with national bodies and international partners.

## Professional Development

StepLab is adopted as the school’s instructional coaching and professional development platform. All coaching cycles, agreed action steps, deliberate practice activities and improvement conversations are recorded in StepLab, ensuring a consistent, research-informed and transparent development process for all staff. This supports leaders and governors in maintaining clear oversight of staff learning, professional growth and the impact of development work on the quality of education.

## Summary

Learning and Teaching at Warlingham School will enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve more than they thought possible by striving to be the best they can be.
- Confident individuals who are able to live safe, healthy and fulfilling lives, demonstrating politeness and courtesy.
- responsible citizens who make a positive contribution to society, demonstrating consideration for others.

## Links to other policies

The Teaching and Learning Policy references aspects of several other key policies.

- Behaviour For Learning Policy
- Careers Learning and Education Policy
- Curriculum Policy
- Equality Policy
- Home Learning Policy
- Literacy Policy
- Pupil Premium Policy
- SEND policy

Please refer to these if you seek further guidance on any of these areas.

Approved by Local Governing Body	Spring 2026
Due for review	Spring 2027
SLT Member	Ms C Christie



We thrive in a culture in which everyone wants to learn.

All staff improve their practice through rigorous self-reflection and self-directed improvement supported and enabled by a programme of developmental opportunities for reflection and for dialogue with other professionals.

Robust quality assurance means that leaders at all levels understand individuals’ strengths and weaknesses and collaborate to empower all staff to improve.

