



CROSFIELDS SCHOOL

Policy/Procedure Name:	Teaching and Learning Policy
Policy Owner:	Deputy Head Academic
Approved by:	Head
Approval Date:	October 2026
Date of next Review:	October 2027
Approved by the Education Committee: 12 October 2026	

Contents

1. Introduction	2
Statement of intent	2
Legal framework	2
Roles and responsibilities	3
2. Teaching and Learning	5
Teaching and Learning Framework	5
Meeting the Independent School Standards	6
Teaching and learning in the Early Years Foundation Stage	7
Technology and artificial intelligence	7
Improving Teaching and Learning	7
Planning and preparation	7
Presentation of work	8
Moderation	8
Working with pupils and parents	8
EHC plans	9
English as an additional language	9
Homework (Prep)	9
Monitoring and reporting	9

1. Introduction

Reference Documents/Websites: The Crosfields vision, mission (the school aims) and values (on school website and app).

This policy sets out the principles and expectations that underpin teaching and learning at Crosfields School, from Nursery to Sixth Form. It is one of three linked policies: the Curriculum Policy (what we teach), the Teaching and Learning Policy (how we teach) and the Academic Challenge and More Able Learners Policy (how we provide challenge for all pupils and identify and support the more able). Together they replace the former combined Curriculum, Teaching & Learning, and More Able Learners Policy.

Statement of intent

At Crosfields School, we believe every pupil has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through implementing this policy, we aim to embed good practice and consistency in the quality of teaching across the school and ensure we deliver a unified focus to monitoring learning. Through these practices, we aim to continually improve our standards, help every pupil reach their potential and enhance the professional development of staff.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education (Independent School Standards) Regulations 2014 (as amended), in particular Part 1, paragraphs 3 (teaching) and 4 (evaluating pupils' performance)
- DfE (2026) 'The Independent School Standards: guidance for independent schools' (revised April 2026)
- DfE (2025) 'Early years foundation stage (EYFS) statutory framework for group and school-based providers' (effective 1 September 2025)
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2011, updated 2021) 'Teachers' Standards', used as a benchmark for professional practice
- DfE 'Keeping children safe in education' (current edition)
- DfE (2025) 'Generative artificial intelligence (AI) in education'

This policy operates in conjunction with the following school policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Policy
- Academic Challenge and More Able Learners Policy

- Equality, Equity, Diversity and Inclusion Policy
- Marking, Feedback, Assessment, & Reporting Policy
- Behaviour Policy
- Examination Policy
- Accessibility Plan
- PSHE and RSE Policy
- Online Safety and Acceptable Use Policy
- Presentation of Work Guidelines (Staff Handbook)
- The school Vision, Mission, and Values
- Strategic Aims and School Improvement Plan

Roles and responsibilities

The **Governing Board** 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 pupil progress and attainment.
- Monitor the effectiveness of this policy and hold the Head to account for its implementation.
- Make sure other school policies and procedures promote high-quality teaching, and that these are being implemented.
- Governors report the findings from any visits to the school to the governing board.

The **SLT** is responsible for:

- Visiting classrooms and undertaking learning walks.
- Talking to staff and pupils to establish a general overview of the atmosphere in the school on a day-to-day basis.
- Communicating with parents to ensure all pupils' needs are being met.
- Undertaking classroom and teaching work on a regular basis, where applicable.
- Reviewing planning, schemes of work and pupils' work through learning walks and book looks.
- Contributing to setting goals and targets across the school.
- Undertaking self-evaluation on the school's quality of teaching.
- Commenting on the quality of teaching and learning as part of the report to the governing board.
- Holding Heads of Department/Curriculum Leads to account for the effectiveness of teaching, learning and assessment in their subject.

Heads of Department/Curriculum Leads are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up to date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

- Promoting teaching and learning initiatives across the department

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional input and constructive criticism from their head of department.
- Reviewing and evaluating their planning regularly with colleagues in their department or phase.
- Setting appropriate and challenging targets for pupils based on prior attainment and needs.
- Planning and teaching in line with the Teaching and Learning Framework, taking account of the information in pupil passports and EHC plans.
- Collaborating with colleagues to moderate pupils' achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.
- Implementing into their teaching initiatives rolled out across the school, as guided by the Teacher Tool Kit

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Keeping their learning environment organised and tidy.
- Being attentive and contributing to lessons.
- Listening to and following all reasonable instructions.
- Taking responsibility for their learning.
- Treating everyone with respect.

Parents and carers of pupils at our school will:

- Value learning;
- Encourage their child as a learner;
- Make sure their child is ready and able to learn every day;
- Support good attendance;
- Participate in discussions about their child's progress and attainment;
- Communicate with the school to share information promptly;
- Provide resources and an environment that support learning;
- Encourage their child to take responsibility for their own learning;
- Support and give importance to homework.

External monitoring will be utilised where appropriate, including by the following methods:

- Seeking the support of leaders from local schools to help evaluate the school through professional discussion and joint lesson observations.
- Using inspections to identify strengths and weaknesses, and to develop an action plan for improvement.

2. Teaching and Learning

At Crosfields School, we are committed to fostering an inclusive and dynamic learning environment where every pupil can thrive. Our teaching and learning policy is designed to support the holistic development of each child, ensuring they achieve their full potential academically, socially, and emotionally. We believe in a pupil-centred approach that encourages curiosity, creativity, and critical thinking. By promoting a culture of continuous improvement and collaboration, we aim to equip our pupils with the skills and knowledge necessary to navigate an ever-changing world with confidence and resilience.

We place a strong emphasis on evidence-informed practice and the principles of cognitive science. Our teaching strategies are grounded in robust research evidence, including the Education Endowment Foundation's guidance and Rosenshine's Principles of Instruction. By integrating insights from cognitive science, we aim to enhance our pupils' learning experiences, making education more engaging and impactful. This commitment to evidence-based approaches allows us to continually refine our practices, fostering an environment where both pupils and teachers can excel.

Principles of effective teaching

- **Building on prior knowledge:** Lessons connect new material to what pupils already know, and teachers identify and address misconceptions early.
- **Explicit instruction and modelling:** New material is presented in small steps, with clear explanations, worked examples and modelling, before pupils practise independently.
- **Retrieval and spaced practice:** Pupils regularly recall previously learned material so that knowledge is retained over time.
- **Checking for understanding:** Teachers ask many questions of many pupils, using strategies such as cold calling and mini whiteboards, and adapt their teaching in response.
- **Scaffolding and independence:** Support is provided where it is needed and gradually withdrawn so that pupils become independent.
- **Metacognition and self-regulation:** Pupils are taught explicitly how to plan, monitor and evaluate their own learning.
- **Feedback:** Feedback is timely and specific, and pupils act on it, in line with the Marking, Feedback, Assessment, & Reporting Policy.

Teaching and Learning Framework

The Teaching and Learning Framework defines a collective vision amongst staff of what constitutes excellent teaching and learning. The framework aids teachers in planning effective strategies for their lessons to ensure learning is accelerated across the curriculum.

Framework Strands

Adaptive Teaching: Lessons are rigorously planned and appropriately scaffolded to present challenge to pupils at all levels. Teachers effectively use resources, support staff and technology to provide exceptional learning experiences for pupils. Teachers use their knowledge of pupils' prior attainment and needs, including the information in pupil

passports and EHC plans, to adapt their teaching so that all pupils can access the same ambitious content, rather than routinely planning separate tasks for different groups. Mini whiteboards are used across the Senior School to check understanding.

Marking and Assessment: Formative and summative assessments are used effectively to encourage pupils to reflect on their own success and used by teachers to aid planning.

Creativity: Teaching is highly effective, adapting to pupils' needs and responses during lessons, while also embracing opportunities for digression and creativity encouraging learners to develop critical and independent learning skills.

ASPIRE: Teachers foster positive attitudes to learning, including the belief that ability grows through effort and effective practice, encouraging them to ASPIRE to be the best versions of themselves, both academically and personally. Pupils are "ready to learn", engaged, supportive and inquisitive.

Numeracy, Literacy, Oracy and Technology: Teachers support pupils in developing crucial skills of literacy, oracy, numeracy and use of digital technology. Oracy is developed deliberately in every subject through structured talk, discussion and presentation, so that pupils learn to speak and listen with confidence and precision.

Reflection- CPD: Teachers critically engage and reflect on their own teaching practice and subject knowledge ensuring the whole school is a learning organisation.

Meeting the Independent School Standards

The Teaching and Learning Framework is designed to ensure that teaching at Crosfields meets paragraph 3 of the Independent School Standards. In particular, teaching at the school:

- enables pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well-planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in planning lessons;
- demonstrates good knowledge and understanding of the subject matter being taught;
- uses classroom resources of a good quality, quantity and range effectively;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly, and uses the information from that assessment to plan teaching so that pupils can progress;
- uses effective strategies for managing behaviour and encouraging pupils to act responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Teaching and learning in the Early Years Foundation Stage

In Nursery and Reception, teaching follows the EYFS statutory framework. Practitioners plan a balance of child-initiated play and adult-led learning, guided by the characteristics of effective teaching and learning (playing and exploring, active learning, and creating and thinking critically). Interactions that extend children's language and thinking are a priority. Each child's key person knows them well, and assessment is based mainly on practitioners' knowledge of the child, gained through observation and interaction, rather than on extensive written records. The expectations for lesson planning, presentation of work and homework in this policy apply from Year 1 unless stated otherwise.

Technology and artificial intelligence

Digital technology, including Microsoft Teams and OneNote, is used where it enhances learning rather than as an end in itself. Staff may use generative AI tools to support planning, resource creation and administration, provided that outputs are checked for accuracy and suitability and that no personal data about pupils is entered into tools that the school has not approved. Pupils are taught to use AI safely, ethically and critically. Teachers make clear, for each task, whether and how AI may be used; work submitted as a pupil's own must be their own, and the school follows awarding body and JCQ requirements for coursework and non-exam assessment. Mobile phones are managed in line with the Behaviour Policy.

Within their academic work, pupils are guided by a clear AI Taxonomy, directed by the school, that identifies levels of AI usage, appropriate to each key stage.

Improving Teaching and Learning

Teaching and Learning is woven into all CPD at Crosfields. The Professional Development Review (PDR) process now has the Teaching and Learning Framework at its core with teachers identifying objectives linked to the strands.

Teaching and Learning Teach Meets now occur during the regular Monday Meeting CPD and these are also linked to the framework strands. Overview Learning Walks at the SLT/SMT level will occur for one week each term, further embedding the emphasis on the framework strands. The Book Look pro-forma will also use context specific language linked to the framework. The lesson observation cycle in place each year, allows for a mixture of collaborative, positive and formative observations amongst colleagues, whilst also providing formal observations.

Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

Written plans are not required for every lesson, but all planning, in whatever form, should:

- Be clearly linked to the curriculum.
- Show how teaching will be adapted so that all pupils, including those with SEND or EAL and the more able, can access and be challenged by the learning.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Consider how pupils will be grouped, where relevant.
- Show how teaching assistants, where present, will be deployed to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met. Planning may be recorded in teacher planners, schemes of work or shared departmental resources.

Presentation of work

Expectations for the presentation of pupils' work are set out in the Presentation of Work Guidelines, published in the Staff Handbook and in pupil planners, with age-appropriate versions for each phase. The guidelines do not apply in the EYFS.

Moderation

Pupils' work will be moderated regularly against agreed assessment criteria and, in the Senior School and Sixth Form, awarding body standards, to ensure consistency. Teachers will meet in phase groups or in cross-phase groups to analyse pupils' work against curriculum requirements.

Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings
- Letters home
- Annual reports
- Pupil passports (for pupils with SEND)

Pupils with SEND have a pupil passport, held on Provision Map, which sets out their needs and the strategies that help them learn. Pupil passports are written with the pupil, shared with parents and made available to all staff who teach the pupil.

Pupil passports are reviewed at least termly, following the assess, plan, do, review cycle set out in the SEND Policy.

EHC plans

Some pupils with SEND may need more support than the school can provide from its own resources. In these cases the school, working with parents, may request an Education, Health and Care (EHC) needs assessment from the local authority, or parents may request one directly. The local authority decides whether to carry out an assessment and whether to issue an EHC plan. Where a pupil has an EHC plan, the school works with the local authority to deliver the provision it specifies and contributes to its annual review. Further detail is set out in the SEND Policy.

English as an additional language

Pupils with English as an additional language are supported to access the full curriculum while developing their English. Teachers plan for the language demands of their subject, for example by pre-teaching key vocabulary, and the school recognises and values pupils' home languages. This is supplemented by additional group and 1-1 support delivered by the EAL department.

Homework (Prep)

A prep timetable will be shared with pupils, parents, and staff at the start of each academic year.

Homework will be set and collected on a regular basis and is designed to:

- Encourage independent learning and skill development.
- Encourage pupils to take ownership of their education.
- Be meaningful, age- and ability-appropriate, and linked to the curriculum.
- Enable pupils to consolidate and retrieve what they have learned in lessons.
- Enable pupils to develop a home-learning routine.
- Be acknowledged, with feedback where appropriate, in line with the Marking, Feedback, Assessment, & Reporting Policy.
- Be manageable, so that pupils have time for rest, family and co-curricular activities; the prep timetable sets out the expected time for each year group.
- Make clear whether and how AI tools may be used.

Monitoring and reporting

This policy will be reviewed on an annual basis by the Deputy Head Academic and approved by the Head. The Governing Board will be informed of any significant changes.

The Head will include data in the termly report to Governors which will contain updates and analysis regarding teaching and learning at the school.

This policy applies to all pupils from Nursery to Sixth Form. The section on the Early Years Foundation Stage sets out how it applies in Nursery and Reception.