



Boroughbridge
High School

Teaching and Learning Policy

Policy last reviewed	September 2025
Policy ratified by Governors	September 2025
Next Policy review due	September 2026
Due for review by Governors	September 2026
Staff Lead	Deputy Headteacher

Vision and values

Our belief in 'Aspiration for all' means that our students are at the heart of our decision making.

We understand that **safe and happy students are successful.**

We strive to ensure that all students leave our school, not only with the **qualifications they need** to access the next stage of their education or career of choice, but with the **skills and confidence** to make an active contribution to the communities to which they belong.

To secure this everything that we do is underpinned by our **values, that we are ambitious, respectful and resilient.**

Principles

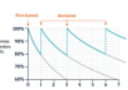
Teaching and Learning is the core business of our school. Our aim is to engage, enthuse and inspire all students to ensure that our vision is a reality. We do this by creating a learning environment where expectations are clear and students are confident to take learning risks. At the heart of this is our 'Teaching and Learning 10 principles of Agreed Practice' which ensures a consistency of approach, supporting positive relationships between staff and students and meeting the needs of all students.

Policy and practice



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Our Teaching and Learning 10 principles of Agreed Practice To ensure that we raise achievement through high quality adaptive teaching and learning*

1. 	Teachers have a strategic seating plan , taking into account the support and monitoring that students will need throughout the lesson.	6. 	Retrieval practice is used to help students to build upon their knowledge so that they know and remember more. Students are encouraged think about this (metacognition) along with other elements of learning in order to support students in managing their own learning.
2. 	Prior data is used to anticipate barriers with lessons being planned to take into account the individual needs of students . For SEND students, planning integrates strategies outlined in EHCPs or IPMs. This is evidenced on data sheets. There are planned opportunities to support and promote reading.	7. 	A range of formative assessment techniques are used to elicit evidence of learning to inform subsequent planning and in the moment adaptations . This includes effective questioning where there will be a mixture of cold calling and hands-up.
3. 	Teachers create a positive learning climate where students are safe, happy and successful through their interactions with students.	8. 	Our values that we are Ambitious, Respectful and Resilient are reinforced throughout lessons and are used as a vehicle to praise students and award reward points.
4. 	Agreed Practice for the beginning of lessons ensures that students are welcomed, settled quickly and learning begins immediately making sure that learning time is maximised.	9. 	Written feedback compares what a student is doing now with what they have done previously to acknowledge progress made and support them in making improvements. Written feedback shows what is Brilliant, How to Improve and, following actions, students will Show me so that the feedback loop is closed.
5. 	Learning expectations are clear through the use of Phases of Learning. These are referred to throughout the lesson. Where these not met, the Behaviour for Learning system is used.	10. 	Agreed practice reinforces routines for the end of lessons to ensure that classrooms are ready for the next class and that students move calmly to their next lesson to maximise learning.

*in line with 'Understanding Adaptive Teaching' document.

Within a Subject area, high quality learning takes place where carefully planned, thoughtful schemes of learning are in place to support teachers in their planning and are considered to be a working document with a process of monitoring and evaluation to inform review.

Monitoring the quality of teaching and learning The quality of teaching and learning is monitored through systematic quality assurance.