



| Teaching & Learning Policy | |
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| Date of review: | July 2025 |
| Prepared by: | KMA |
| Approved by Governing Board: | 17/07/2025 |
| Policy based on: | Internal Policy |
| Date for next review: | July 2026 |

Effective Teaching and Learning Policy is at the heart of all that we strive to achieve at Imberhorne. Learning is a continuous process which involves acquiring knowledge, skills and concepts and developing positive and worthwhile attitudes. The learning process is designed to enable learners to take on levels of responsibility depending on their stage of development. The purpose of teaching is to promote active learning, understanding and acquisition of knowledge.

The school has been actively promoting a yearly focus on 'pedagogy drivers' to develop our collective pedagogical practice and seek to drive collective improvements in our classroom performance. From September 2025 we will have five Imberhorne Core Pedagogy Principles which we believe form the bedrock to excellent teaching. These are research and evidence based, and as a result, we consider these to be non-negotiables, independent of subject or key stage. Whilst these are so fundamental that they will remain in place for the next 3-5 years, every year will have an additional area of focus to permeate all the Core Pedagogy Principles. Adaptive Teaching will sit underneath the five and is crucial to all the Core Pedagogy Principles.

The 5 Imberhorne Pedagogy Principles:

1. Clear Explanations
2. Modelling
3. Checking for Understanding
4. Effective Feedback
5. Deliberate Practice

2025/26 area of focus: Challenge

We aim to provide a curriculum that inspires and motivates. We believe it is important to establish high expectations and want our students to develop a passion for learning.

We believe in equality and fairness for all students. The school is an inclusive community meaning that we cater for the many, varied needs of our students and ensure they all have the same opportunities. Our aim, for all students, is that they fulfil their potential; to do so we will provide access to:

- an extensive curriculum that provides a breadth of knowledge and understanding about our multi-faceted world experiencing a rich and varied curriculum that makes them thoughtful and reflective with an appetite for learning
- teaching and subject knowledge that is organised in a way to engage, stretch and challenge all students
- the systematic building and development of subject skills to help students become confident and versatile learners
- a curriculum that emphasises the value of literacy across all subjects (reading, oracy and extended writing)
- aspirations for progression post 16 and post 18 that extend and enrich them
- support that enables students to overcome specific difficulties or barriers to learning

Impactful Teaching and Learning Requires:

Carefully Planned and Effective CPD

- Whole school CPD focused on the Core Pedagogy Pillars and the area of focus
- Leaders with responsibility for SEND, PP and Inclusion will offer regular updates and insights into how we can best use strategies to engage our disadvantaged learners
- Regular departmental CPD
- CPD to support middle leaders
- Utilising the Federation of Mid Sussex Schools for both curriculum conversations and joint CPD opportunities
- Access to high quality CPD resources for self-guided learning and reflection

Instructional Coaching Opportunities

- By 2027 all teachers should be able to participate in Instructional Coaching sessions to develop their classroom practice in a supportive and collaborative way
- This programme will be carefully rolled out and monitored in stages over a three-year period starting in September 2025

Effective Monitoring (Quality Assurance)

- SLT and middle leaders are committed to using regular learning walks to ensure they understand the student diet in the classroom
- Feedback is given to subject leaders to inform departmental CPD
- A programme of work scrutiny is used both as part of learning walks and as separate exercises to understand the consistency of expectations across the school
- Student voice is used to understand how the learners perceive their educational provision
- Elements of Teaching and Learning will be brought to parent forum meetings to engage parent voice

Assessment and Reporting

- Teachers will be expected to report on student progress and attitudes at regular points in the year
- Departments will have assessment schedules that ensure these reporting points can be met with appropriate data and that assessments have been written to match the learning
- Subject leaders are expected to use data to put appropriate intervention in place where needed
- Regular parent consultation evenings are scheduled to allow for face-to-face feedback

Behaviour for Learning

- Staff are expected to use the cues for our expected behaviour norms e.g. meeting and greeting at the door of the classroom, calling for attention and stand/silent/send
- Staff should use rewards in the classroom for effort and outcomes
- The whole school behaviour policy should be used by all staff to address behaviour concerns in the classroom