



Teaching and Learning Policy

TADCASTER GRAMMAR SCHOOL

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1. Purpose and Rationale

At Tadcaster Grammar School, we believe that every pupil has the right to experience excellent teaching, a rich and ambitious curriculum, and a classroom environment in which they feel safe, valued, and that they belong. Our vision is for everyone to **“be their best self”**. Teaching and learning is central to achieving this vision. It is how we enable pupils to develop core and disciplinary knowledge, strong literacy and numeracy, independence, confidence, curiosity, and the capacity to contribute positively to society.

Inclusion and belonging are at the heart of this policy. We believe that pupils learn best when they know that they are known, valued, and included; when expectations are high and consistently applied; when teaching is responsive to their needs; and when they experience success through appropriate challenge and support. High-quality teaching is the single most powerful leverage point within our control to break down barriers, ensure pupils with low starting points catch up, and enable all pupils to reach their full potential and be ready for transition.

Inclusion is not an additional intervention or a separate responsibility; it is the responsibility of every adult and is built into the quality of everyday teaching. Our provision is structured across two distinct complementary tiers:

- **Universal Offer (Quality First Teaching):** high quality, adaptive, inclusive everyday classroom instruction that benefits all learners, reduces barriers at source, and ensures no student is lost in the lesson.
- **Universal+ Offer (Targeted Intervention):** Timely, structured and deliberate additional support provided to pupils who require targeted intervention beyond everyday classroom adaptations to bridge specific gaps, catch up, or access the full curriculum.

This dual-tier framework emphasises that effective inclusion begins with high-quality inclusive teaching, reinforced by targeted support when barriers persist.

Our approach is rooted in the principle that belonging and achievement are mutually reinforcing. Pupils who feel that they belong are more likely to attend, participate, persevere, and contribute; pupils who experience success are more likely to develop confidence, agency, and a sense of belonging. **Above all, pupils - especially the most vulnerable - must not “be lost” in the lesson.**

Our approach to staff development is anchored directly in our belief that Quality Assurance (QA) is not a mechanist for judgement or performance manager, but a supportive, developmental process designed to foster continuous professional growth, facilitate meaningful coaching conversations, and



deepen our understanding of the authentic student experience across both Universal and Universal+ provision.

The policy establishes clear expectations for:

- **Curriculum design and implementation**
- **Universal Offer: Everyday classroom teaching, pedagogy, and adaptive practice**
- **Universal+ Offer: Targeted interventions, scaffolding and specialist support**
- **Classroom routines and learning habits**
- **Assessment and feedback**
- **Literacy, numeracy and oracy**
- **Pupil independence and metacognition**
- **Professional learning and development**
- **Quality assurance and continuous improvement.**

This policy establishes a 5-part lesson structure which underpins all teaching and learning at TGS. While these five elements represent our shared instructional model, teachers have the professional flexibility to deliver them over a series of lessons depending on the curriculum content. **However, every single lesson must include a Do Now to activate retrieval and an Exit Ticket to review learning.** Our approach is informed by evidence (including cognitive load theory, schema theory, Rosenshines' Principles of Instruction, and EEF guidance), professional expertise, and the context of our pupils.

2. Principles and Aims

2.1 Our Core Principle: Every Pupils Belongs, Every Pupil Learns, Every Pupil Matters

At the heart of our approach is a simple commitment: **Every pupil should feel that they belong in every classroom, and every pupil should be supported and expected to learn through our Universal and Universal+ framework.**

This means that:

- Every pupil is welcomed, known, and valued through our **Universal Offer**.
- Every pupil is expected to think, participate, and make progress in every lesson.
- No pupil is allowed to become invisible or disengaged.
- High expectations are maintained for all, regardless of background, prior attainment, SEND, disadvantage, or personal circumstance.
- Barriers to learning are identified and addressed proactively through adaptive Universal teaching, supplemented by **Universal+ interventions** where required.
- Difference is recognised, respected, and valued.
- Pupils are taught to listen to, learn from, and contribute to one another.
- Pupils experience classrooms characterised by dignity, kindness, respect and intellectual challenge.
- Teachers use evidence of learning to adapt teaching rather than expecting pupils to adapt themselves to an inflexible lesson.

- Pupils who struggle receive additional support (through the Universal and Universal+ offer) without being defined by their difficulties or being segregated from high-quality classroom experiences.
- Pupils experience success through appropriate scaffolding, challenge and feedback.
- Pupils develop the confidence and independence to become increasingly responsible for their own learning.

2. 2 Our Aims

Through high-quality teaching and learning, we operationalise the YLT Core Values (*Aspiration, Collaboration, Inclusion, Integrity*) and the TGS mission:

1. **Secure Excellent learning for All:** guarantee a robust **Universal Offer** where all pupils develop the knowledge, understanding, skills and habits needed to succeed academically, personally, and socially.
2. **Provide Targeted Support (Universal+):** deliver swift, high impact interventions for pupils requiring additional support to close learning gaps and access mainstream curriculum goals.
3. **Build Belonging and Inclusion:** create classrooms where pupils feel safe, respected, valued and confident that they are an important part of the learning community.
4. **Maintain High Expectations:** challenge pupils to achieve highly without limiting them based on background, prior attainment, SEND, or disadvantage.
5. **Deliver an Ambition, Coherent Curriculum:** provide a broad knowledge-rich curriculum that builds systematically towards clearly defined endpoints and manages working memory (Cognitive Load Theory) while building long-term mental schema.
6. **Use Evidence to Inform Teaching:** use formative and summative assessment to understand that pupils know, remember, and can do - using Rosenshine's principles to identify misconceptions and deploy **Universal** adaptations or **Universal+** support effectively.
7. **Develop Independent and Self-Regulated Learners:** explicitly teach pupils how to think about their learning (metacognition), monitor understanding, and respond constructively to feedback.
8. **Develop Communication and Literacy:** enable every pupils to read fluently, understand complex texts, write clearly, speak confidently and master Tier 3 disciplinary vocabulary.
9. **Make Feedback Purposeful:** follow EEF guidelines to deliver timely, high-impact feedback that moves learning forward while managing teacher workload.
10. **Develop Excellent Teachers:** foster a culture where professional learning, collaboration, coaching, reflection and evidence-informed practice enable every colleague to improve their practice.
11. **Secure Continuous Improvement:** use non-graded, supportive quality assurance to understand the student experience, identify strengths, and drive professional growth rather than create performative compliance.

3. How To... (The TGS Classroom Framework)

3.1 How to Create an Inclusive Classroom: Routines for Learning and Learning Habits.

Predictable, safe environments allow students to focus on learning and developing positive behaviours, directly supporting our mission to "be your best self." To achieve this, our classroom environment is



structured into two distinct operational components: **Routines for Learning** (teacher-led systems and environmental conditions) and **TGS Learning Habits** (student-facing active learning behaviours).

1. Routines for Learning





Routines for learning			
ROUTINE	WHAT	WHY	HOW
END & SEND	Students are dismissed from your classroom in an orderly manner so that they enter the corridors calmly and positively for their next lesson or social time.	Ensures a calm, orderly transition and positive behaviour around the school.	- Teacher instructs students to pack away their things and stand behind their desks in silence - Teacher stands at the door and dismisses row by row or table by table - Students deposit the MWBs and pens as they leave
MEET & GREET	Teachers stand at the door, one foot in, one foot out, to greet the students warmly at the door. Teachers also monitor behaviour on the corridors.	Builds positive relationships and establishes high expectations from the start of the lesson.	- Teacher stands at the threshold - Greet every student and check uniform - Remind of expectations
PLANNERS & EQUIPMENT OUT	Students need to have the necessary equipment that is outlined, and these must be available, on their desks, throughout the lesson.	Maximises learning time and ensures students are ready to learn immediately/	- Students place equipment on their desks when they sit down - Teacher reminds of expectations before the register - Teacher picks up any issues with equipment during circulation
REGISTERS	It is imperative that the register is taken in the first 10 minutes of each lesson so that we know where all students are.	Safeguards students and ensures attendance information is accurate.	Teacher completes the register while students are completing the Do Now in silence
3,2,1 for FOCUS	All teachers use the same, common routine for teacher attention.	Creates a consistent signal for attention and reduces lost learning time.	- Count down clearly, "3, 2, 1" and wait for students to be silent and tracking the teacher - Only start speaking when 100% of students do this
PRIDE in presentation	P - presentation is neat R - ruler used for titles and dates I - I check my work D - Demarcate sentences correctly E - Edit teacher corrections and SPaG errors	Encourages high standards, pride in work and clear communication of learning.	- PRIDE stickers on the front of all exercise books - Teacher is judicious about what student work is completed in books - During circulation, teachers check for neat presentation, underlining, accurate SPaG - purple pen - Students make necessary corrections
GRAB FILE	Essential information about your classes, students and curriculum are available in your grab file.	Provides quick access to key information to support effective teaching and decision-making.	- Teacher to include annotated seating plans for all class in accordance to guidance - Review any necessary information whilst preparing for the lesson - Use the seating plan in the lesson to ensure needs are met and to track participation

2. TGS Learning Habits

Our TGS Learning Habits provide a shared language and set of expectations for the active student behaviours that support successful learning. By explicitly teaching, practicing, and reinforcing these habits, students know exactly how to participate across each phase of instruction.

Our common learning habits create consistent routines and expectations in every classroom, helping students feel safe, focused and ready to learn. By reducing uncertainty and distractions, students can spend more time engaging with their learning and developing positive behaviours. These habits support our mission for every student to be their best self every day.



TGS LEARNING HABITS

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WHOLE CLASS DISCUSSION



We:

- Have empty hands and track the speaker/board
- Listen actively
- Raise hands to ask questions

TURN AND TALK



We:

- Turn towards the person we're talking to
- Listen actively
- Ask relevant questions
- Respond with relevant points

GUIDED PRACTICE



We:

- Participate according to instruction
- Try our hardest
- Raise our hands to ask questions

INDEPENDENT PRACTICE



We:

- Work independently and silently
- Look through resources to figure out answers to our questions
- Try to spot and fix errors on our own

3.2 How to Plan & Teach Effectively (The 5-part Lesson)

The 5-part lesson structure is the common teaching framework used across all classrooms at TGS. Every sequence of learning must incorporate all five elements to secure high-quality instruction. While elements such as Explicit Instruction, Guided Practice and Independent Practice may unfold over a series of connected lessons, **every single lesson MUST begin with a Do Now on mini-whiteboards and conclude with an Exit Ticket to review the learning.**

Below is a brief summary of the 5-part lesson structure and more granular detail about HOW TO plan and deliver each element is available in the TGS Classroom document.



TGS CLASSROOM

PRINCIPLES OF PREPARATION

Who are you students? What do they already know and what are their needs?
What do you want students to know, do, remember, and can do by the end of the lesson?
Pre-empt misconceptions - how will you address these?
Prepare your models.

LESSON PART	WHY	WHAT TEACHERS DO	WHAT STUDENTS DO
ACTIVATE PRIOR LEARNING (DO NOW) 	- Teacher reviews previous learning. - This strengthens knowledge in long term memory and connects prior knowledge.	- Display a short retrieval task on the board - Greet at the door and reinforce expectations of completing the Do Now on MWBs 3,2,1 Show Me and Cold Call to share answers - Gather data on misconceptions	- Collect a MWB on the way in and begin working silently - Recall and apply previous learning - Show MWBs to demonstrate learning - Respond when called on and explain thinking
EXPLICIT INSTRUCTION (I DO) 	- This deepens and develops conceptual understanding. - It builds on prior knowledge. - It helps connect knowledge.	- Clearly model new learning using worked examples and narrate metacognition - Break learning into small, manageable steps - Frequently Check for Understanding - Maintain attention and participation	- Track the teacher with empty hands - Listen actively and think about the model/instruction - Answer questions when called on - Record key information to demonstrate understanding
GUIDED PRACTICE (WE DO) 	- Further connects knowledge and build conceptual understanding. - Advances knowledge and concepts. - Checks pupils' understanding.	- Lead whole class discussion and turn and talk opportunities - Ask questions that require all students to think and respond - Provide prompts and scaffolds, and immediate feedback - Check for understanding and address misconceptions	- Participate in whole-class discussions - Turn and talk using relevant responses and questions - Follow instructions and attempt each task - Raise hands to contribute or ask for clarification



INDEPENDENT PRACTICE (YOU DO) 	• This promotes independent learning, perseverance, resilience, exploration, reasoning and problem solving. • Deepens understanding and connects knowledge. • Supports knowledge retention. • Teachers can assess understanding and identify misconceptions. • Allows pupils to demonstrate success.	• Set a clear task, success criteria, and expectations • Preparation for this should be scaffolded • Actively observe - circulate, monitor, and provide feedback • Check for accuracy and identify misconceptions • Maintain a calm, focused environment	• Work independently and silently • Apply learning without teacher support • Use resources to solve problems and check work • Persevere, spot mistakes and make corrections.
REVIEW LEARNING 	• Allows errors, misconceptions and misunderstandings to be addressed. • Reinforces learning, helping pupils use and remember important vocabulary and knowledge. • Informs teacher of next steps within teaching cycle and how to plan subsequent learning.	• Check understanding using various Means of Participation • Gather data on what students know, remember and can do • Review answers and address misconceptions immediately • Ask pupils to explain their thinking and improve responses • Plan for opportunities for self and peer assessment • Summarise key learning and set clear next steps through an exit ticket on MWBs or Cold Calling	• Answer questions using full sentences and subject vocabulary • Reflect on mistakes and improve work • Explain thinking and respond to feedback • Recall and summarise key learning

3.3 How to Check Understanding & Adapt Teaching inclusively

Assessment is part of teaching, not something that happens after it. Teachers must systematically check the understanding of all pupils not just those who volunteer.

CHECKING FOR UNDERSTANDING			
TECHNIQUE	WHAT	WHY	HOW
Mini whiteboards SHOW ME Every lesson	Students write and display their responses simultaneously so that the teacher can quickly see what everyone knows and understands.	• Checks understanding of all students, not just volunteers • Makes student thinking, and participation, visible • Identifies misconceptions immediately • Increases participation and accountability.	• Asks a clear question with one correct or best response • Give think time before students write • Use "3, 2, 1 Show me" • Scan the room systematically • Address errors and misconceptions immediately • Re-teach or provide additional practice if needed.
Turn and Talk	Students briefly discuss a question, idea or response with a partner to process and rehearse their thinking.	• Increases participation and engagement • Gives all students an opportunity to think and speak • Strengthens understanding through discussion	• Pose a focused question • Provide think time first • Give a clear discussion prompt and time limit

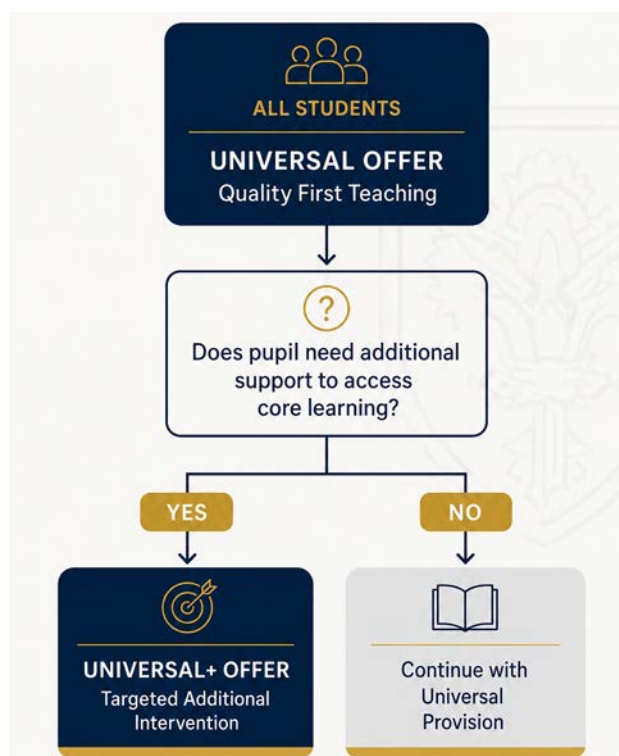


		Builds confidence before sharing publicly.	- Listen to conversations as students talk - Use cold call afterwards to check understanding - Address misconceptions heard during discussions.
Polling	The teacher gathers responses from all students at once using methods such as hands up, response cards, digital tools, mini whiteboards or multiple choice options to quickly assess understanding.	- Checks understanding of all students, not just volunteers - Provides immediate formative assessment data - Increases participation and accountability - Identifies misconceptions quickly - Helps the teacher adjust instruction in real time.	- Ask a clear, focused question with specific response options - Ensure every student prepares an answer before polling - Use an appropriate polling method (hands, cards, digital, whiteboard etc...) - Scan and interpret responses systematically - Probe or cold call to follow up on responses when needed - Address misconceptions immediately - Adjust pacing, re-teach, or extend learning based on results.
Call and Response	Students respond together to a teacher prompt using a rehearsed word, phrase or answer.	- Maintains attention and engagement - Reinforces key knowledge and vocabulary - Allows quick checks for basic understanding - Creates high participation and energy.	- Teach the expected response explicitly - Use for key facts, vocabulary or routines - Ensure all students respond together - Listen for accuracy and confidence - Follow up with individual checks when deeper understanding is required.
Cold Call (no hands up) DEFAULT Every lesson	The teacher strategically selects students to answer questions regardless of whether they have volunteered.	- Keeps all students accountable for thinking - Increases participation from all learners - Provides accurate information about student understanding - Builds a culture where everyone is expected to contribute.	- Ask the question before naming the student - Provide adequate think time - Use a calm, supportive tone - Expect complete answers - Use follow-up questions to deepen thinking - Return to students after support if needed.
Active Observation	The teacher intentionally circulates, listens, observes and gathers evidence of learning while students are working.	- Provides real-time information about student understanding - Identifies misconceptions early - Allows immediate feedback and support - Helps teachers adjust instruction responsively.	- Move continuously and purposefully around the room - Observe student work and conversations - Look for patterns, strengths and misconceptions - Ask probing questions to check understanding - Give concise feedback that moves learning forward - Use evidence gathered to inform next teaching steps.



Adaptive Teaching: Dual-Tier Framework

Adaptive teaching is the process of responding to evidence of pupil learning while maintaining ambitious curriculum goals (“High expectations for all; appropriate support for each”).



Universal Offer

- **Focus:** whole-class pedagogical adaptations delivered as standard.
- **Adaptations:** scaffolded questioning, visual models, live modelling, clear chunking, structured talking frames, and proactive check-ins during circulation.
- **Target Groups:** all pupils, ensuring low prior attainers and quiet/compliant pupils remain actively engaged and supported.

Universal+ Offer

- **Focus:** precise, short-term or ongoing additional interventions designed for pupils who require extra support despite high-quality Universal teaching.
- **Interventions:** small-group teacher pre-teaching, targeted literacy/numeracy catching-up tasks, bespoke visual scaffolds, structured adult-assisted guided practice, and co-ordinated TA support.
- **Target Groups:** pupils with identified SEND, persistent learning gaps, or specific barriers identified through diagnostic assessment.



3.4 How to Use Assessment and Feedback (further details in the Assessment and Feedback Policy)

Pen Expectations

- Teacher Feedback/Marking - completed in purple pen.
- Student Responses/DIRT - completed in green pen.
- Self/Peer Assessment - completed in red pen (with resulting corrections in green).

Key Assessment Protocols

- **Feedback Frequency Baseline:** pupils must receive feedback that they actively respond to at least once every 8 lessons as a minimum (via written or structured whole-class feedback)
- **Dedicated Improvement Time (DIRT/SIT):** feedback is only effective if acted upon. Teachers must schedule dedicated time in lessons for pupils to read, reflect, and complete target tasks using green pen.
- **Verbal & Live Feedback:** highly effective for all learners, particularly within the **Universal+ Offer**. Teachers use Active Observation during independent practice to provide instant, live verbal feedback and correct presentation or SPaG.

3.5 Literacy, Numeracy, Oracy & Metacognition

- **Every Teacher is a Teacher of Literacy & Numeracy:** teachers explicitly teach Tier 3 disciplinary vocabulary, model accurate academic language, address repeated literacy errors, and embed reading comprehension within subject context.
- **Oracy & Classroom Talk:** structured dialogue, Turn & Talk, and Cold Calling are used to deepen understanding, rehearse ideas safely and build confident communication across all pupil groups. Teacher models and expects students to speak like a *Historian, Mathematician, Scientist, Linguist etc...*
- **Metacognition & Self-Regulation:** teachers explicitly model how to learn think-alouds, worked examples, and guiding pupils to plan, monitor and evaluate their own work - empowering all students towards independence.

4. “Be Your Best”: Professional Growth & Quality Assurance Framework

At Tadcaster Grammar School, Quality Assurance is titled and delivered as “Be Your Best: Supporting Growth Through Quality Assurance.” QA exists to improve pupils experience and outcomes, evaluate the fidelity of our Universal and Universal+ provision, support professional growth, and build collective efficacy. It is developmental, not performative.

4.1 Core Principles of QA & Growth

1. **Supportive & Non-Graded:** learning walks and drop-ins are strictly non-graded. QA focuses on celebrating effective practice, identifying systemic barriers, and informing targeted CPD.

2. **Authentic Student Experience:** QA seeks to evaluate the “lived experience” of the student - checking if the **Universal Offer** is accessible, if **Universal+** interventions are seamless and effective, if ambition and inclusion are present, and if habits are embedded.
3. **Proportional & Manageable:** QA activities are scheduled transparently across the annual calendar in alignment with School Improvement Priorities (SIP) to respect teacher workload.



4.2 Growth & QA Activities

QA Activity	Purpose & Focus	Outcome & Feedforward
Learning Walks & Drop Ins	Short, non-judgmental visits to observe routine implementation, engagement, execution of the Universal Offer, and adherence to non-negotiable lesson elements.	Identifies whole-school and department trends; informs CPD: whole-school, departmental, individual coaching.
Book Looks	Reviewing books collaboratively to check	Ensures feedback consistency and



	presentation (PRIDE), feedback loops (purple/green pen), and evidence of effective Universal+ interventions over time.	verifies that pupils act on DIRT feedback. Also evaluates fidelity of curriculum implementation.
Student Voice	Supportive discussions with diverse pupils groups (SEND, disadvantaged, Universal+ recipients) regarding their learning experience.	Evaluates whether pupils feel safe, supported, challenged and that they belong.
Departmental Moderation	Collaborative review of assessment samples.	Calibrates standards, identifies misconceptions and refines curriculum sequencing.
Professional Coaching Dialogue	One-to-one developmental discussions following QA activities.	Co-constructs personal growth goals linked to teaching routines, subject expertise, and adaptive teaching.

5. Roles and Responsibilities

Senior Leadership Team (SLT)

- Establish and communicate a clear whole-school vision where inclusion, belonging and the **Universal/Universal+** provision framework are central.
- Ensure QA is proportionate, non-graded, developmental and focused on professional growth.
- Provide high-quality, evidence-informed CPD and resources to support the Universal and Universal Offer.
- Schedule QA transparently and model a culture of professional trust, challenge and continuous improvement.
- Plan and deliver assemblies and form time activities to explicitly teach pupils how to behave and learn using the **TGS Learning Habits**.

Curriculum Team Leaders (CTLs)

- Lead an ambitious, logically sequenced subject curriculum with clear endpoints and core knowledge.
- Coordinate departmental QA (learning walks, book looks, student voice) under the “Be Your Best” framework, evaluating the Universal offer in their curriculum areas.
- Lead subject-specific CPD, moderation and coaching to support departmental growth and consistency in embedding the 5-part lesson structure.
- Ensure feedback expectations (minimum 1 in 8 lessons) and presentation standards are embedded.

Teachers

- Create safe, inclusive classrooms where every pupil belongs and is expected to learn.



- Deliver high-quality Quality First Teaching (**Universal Offer**) incorporating the non-negotiable 5-part lesson structure, ensuring every lesson includes a Do Now and an Exit Ticket.
- Identify students requiring additional help and provide these in class if appropriate, if not, refer to the SEND team for additional support.
- Provide timely feedback (minimum once every 8 lesson) and allocate DIRT time for green pen responses.
- Engage constructively in QA, reflection and coaching conversations to continuously refine practice.
- Maintain live data plans/T&L files for every class, clearly identifying specific needs.

Pupils

- Attend regularly, arrive ready to learn, and treat others with dignity and respect.
- Actively participate in Do Nows, MWB tasks, discussions, independent work, Exit Tickers and Universal+ interventions.
- Take pride in work (PRIDE standards) and actively respond to feedback using green pen.
- Recognise that mistakes are a natural, valuable part of learning.

Families

- Support regular attendance, punctuality and positive attitudes towards learning.
- Encourage pupils to respond constructively to feedback, embrace a growth mindset, and engage with Universal+ intervention opportunities.
- Communicate openly with the school to help remove barriers to learning and belonging.

6. Accountability, Evaluation and Our Shared Commitment

Accountability and Evaluation

The effectiveness of this policy will be evaluated through pupil achievement, attendance, student voice, work scrutiny, drop-ins and staff feedback. We hold ourselves accountable not simply for what we intend to teach, but for what pupils actually experience, learn and remember across our **Universal** and **Universal+** provision.

Our Shared Commitment

At TGS, we want every pupil to be able to say

“I belong here. My teachers believe I can succeed. I receive excellent teaching every day, and I am given extra targeted support when I find learning difficult. I am challenged to achieve more than I thought possible. My voice matters, my mistakes help me learn, and I am proud of my progress.”



And we want every member of staff to say:

"I know what excellent teaching looks like. I know my pupils and their needs. I am supported to improve through coaching and collaboration, and I have the professional trust to exercise my expertise so that every pupils can belong, participate, and learn."

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