



Teaching and Learning Policy

Title	Teaching and Learning Policy
Person responsible for policy formulation, implementation, maintenance and evaluation	Deputy Headteacher (Academic)
Persons consulted	Headteacher Deputy Headteacher (Academic) Extended Leadership Team (ELT)
Approved Date	SLT 27/04/26 GCC 19/05/26
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Revision No	Effective Date	Summary of Revision	Reviewed by	Date	Approved by	Date
v1.0	01.09.14	New Policy	SLT	01. 09.14	FGB	01.11.14
V1.1	06.07.15	General Update	ELT	06.07.15	GCC	24.06.15
V2.0	05.06.17	Re-write of policy, updated with new approach to T&L	ELT	05.06.17	GCC	14/06/17
V2.1	01.10.21	Revision of policy based upon implementation of improved use of digital tools	ELT	29.06.23	GCC	29.06.23
v3.0	27.04.26	Re-write of policy to reflect current practice	ELT	27.04.26	GCC	(19/05/26)

POLICY DOCUMENT PERIODIC REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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1. Aims

Holyport College was founded on the principle that it is the fundamental entitlement of every young person, regardless of background or ability, to study a meaningful and broad range of academic subjects and to gain appropriate qualifications across this curriculum.

However, our ambition extends beyond examination outcomes. We seek to ensure that students leave Holyport not only well qualified and well rounded, but truly well educated. Education at Holyport is about developing an understanding of the world, its past, present and future, and equipping students with the knowledge, cultural awareness and sense of responsibility required to thrive within it. Through a broad and carefully designed curriculum, students engage with the richness of human culture, heritage and belief, and develop an awareness of their role within a global society.

This vision is brought to life through high-quality teaching. At Holyport College, our aim is to create a culture where:

- Every student experiences high-quality teaching in every lesson
- Students think hard, remember more over time, and develop as independent learners
- Teaching is consistently good, evidence-informed and impactful

Our teaching staff are selected for their depth of subject knowledge and their passion for their disciplines. Through expert teaching, we aim to challenge and inspire our students, fostering curiosity, resilience and a lifelong love of learning.

This policy:

- Sets out a clear and shared approach to teaching and learning
- Promotes high expectations and academic excellence
- Ensures appropriate consistency across departments
- Supports continuous professional development
- Enables governors, leaders and teachers to hold each other to account for standards and outcomes

Appendix 1: Infographic Summary of Policy

2. Our Guiding Principles

Our approach is underpinned by:

- A belief that the development of each student as a person, learner and thinker is as important as their academic achievement, and is the responsibility of all staff
- An expectation that all students are entitled to high-quality teaching that enables them to make progress in line with, or better than, the highest achieving students nationally
- A culture that provides teachers with professional autonomy, enabling them to exercise judgement and deliver teaching that best supports learning, within a clear and shared framework for curriculum and pedagogy
- A recognition that teacher development is more important than the measurement of teacher performance, and is the key driver of improvement
- An understanding that exemplary teaching will look and sound different across contexts, but is rooted in shared principles of effective practice — what matters is what works in securing learning

- A commitment to supporting teachers as learners, recognising that professional growth is strongest when there is ownership, engagement, reflection and the opportunity to refine practice over time
- A commitment to evidence-informed practice, drawing on educational research, cognitive science and professional scholarship to support effective teaching and learning
- A belief that investing in teacher development leads directly to improved student outcomes
- A culture defined by ambition, joy and kindness, which underpins all aspects of teaching and learning at Holyport College

2.1 Holyport Teaching & Learning Values

- **Ambition – Powerful Learning**
Teaching that challenges students to think deeply, remember more and achieve their very best.
- **Joy – Culture for Learning**
Classrooms built on curiosity, purpose and positive relationships, where students feel inspired to thrive.
- **Kindness – Improvement Through Reflection**
A professional culture of support, reflection and continual improvement for both students and staff

At Holyport College, great teaching ensures students:

- Think hard (cognitive challenge)
- Remember more (long-term learning)
- Become independent learners (metacognition and resilience)

3. Roles and Responsibilities

Teaching and learning is a shared responsibility across the College.

3.1 Senior Leaders

Senior leaders will:

- Provide a clear and ambitious vision for teaching and learning
- Ensure strategic priorities translate into classroom practice
- Monitor quality through triangulated evidence (learning walks, student voice, outcomes)
- Support staff through coaching, CPD and professional dialogue
- Intervene where standards are not met

3.2 Heads of Department

Heads of Department will:

- Lead curriculum design and implementation
- Ensure schemes of work are coherent, ambitious and inclusive, fully covering the exam specifications where applicable, and are clearly communicated to staff, students and parents
- Monitor quality through triangulated evidence (learning walks, student voice, outcomes)
- Drive departmental improvement based on evidence
- Intervene where standards are not met, with coaching and monitoring the quality of teaching and learning within their department.

3.3 Teachers

Teachers will:

- Deliver high-quality, evidence-informed teaching
- Check for understanding regularly
- Meet SEND needs within their classroom.
- Maintain high expectations of all students
- Use assessment to inform teaching and support progress

3.4 Curriculum Support Officers

CSOs will:

- Deliver targeted support using structured, evidence-informed strategies
- Work in close collaboration with teachers to complement (not replace) teaching
- Promote independence by scaffolding learning and gradually reducing support

3.5 Students

Students will:

- Take responsibility for their learning
- Be prepared, punctual and engaged
- Respect the right to teach and the right to learn
- Actively respond to feedback

3.6 Parents and Carers

Parents will:

- Support attendance and preparation
- Engage with school communication
- Support home learning and revision

3.7 Governors

Governors will:

- Monitor the impact of teaching and learning on outcomes
- Ensure resources are used effectively
- Hold leaders accountable for the implementation of this policy

4. Planning (Curriculum and Lesson Design)

4.1 Curriculum Planning at Holyport

Curriculum planning at Holyport College is ambitious, coherent and rooted in a clear understanding of how students learn over time. Our curriculum is designed to be broad, knowledge-rich and inclusive, ensuring that all students, regardless of starting point, are able to access, engage with and succeed in their learning.

Departments are expected to plan their curriculum carefully to ensure that:

- Learning is sequenced logically to build knowledge and understanding over time
- Students develop both deep subject knowledge and disciplinary skills
- There is clear progression across Key Stages and year groups
- The curriculum reflects both academic rigour and inclusivity, with appropriate support and challenge

Schemes of work are live, working documents, not static plans. They are collaboratively developed and regularly reviewed to reflect:

- Emerging evidence-informed practice
- Assessment insights and student outcomes
- Departmental reflection and professional dialogue

This collaborative approach enables departments to draw on shared expertise, ensuring that students benefit from a rich, consistent and high-quality curriculum experience.

4.2 Curriculum Oversight

Curriculum plans are published on the College website and provide an overview of learning across subjects and year groups. Heads of Department are responsible for ensuring that schemes of work are regularly updated, consistently implemented, and reflect best practice in teaching and learning.

Each subject area also outlines how one-to-one devices are used to support day-to-day teaching, ensuring that technology is applied purposefully to enhance learning and create high-quality classroom experiences.

<https://www.holyportcollege.org.uk/curriculum/curriculum-overview/>

4.3 Lesson Planning

At Holyport College, we do not prescribe a single lesson planning format; exemplary teaching looks and sounds different across classrooms, and teachers are trusted to plan lessons that best support effective learning.

Instead, lesson planning follows a set of clear, evidence-informed principles which underpin effective teaching at Holyport. Teachers are expected to design lessons that are rooted in strong subject knowledge and clear explanations, and which provide opportunities for students to practise, apply and think deeply about new learning.

In practice, this is typically seen through:

- Explicit explanation and modelling of new content
- Opportunities for guided and independent practice
- Frequent checks for understanding to address misconceptions
- Planned retrieval and review to secure learning over time
- Opportunities for feedback and reflection

This framework is particularly supportive for:

- Early Career Teachers and new staff
- Developing consistency across departments
- Supporting professional dialogue around teaching

Ultimately, the framework ensures a clear and consistent approach to lesson design, while allowing teachers the flexibility to respond to their subject, their students and the learning in front of them.

5. Learning Environment

At Holyport College, all members of the community share a responsibility for creating a safe, respectful and purposeful learning environment. At the heart of our approach is a systematic and consistent focus on creating a purposeful learning environment. Whilst great teaching looks and feels different across subjects, we recognise that effective classrooms share a number of core elements. Every student has the right to a high-quality education, free from disruption, and this is underpinned by clear expectations of behaviour, consistency and mutual respect.

By securing these non-negotiables, teachers and students are able to build high-quality learning around them.

Holyport classrooms are:

- Calm, purposeful and focused
- Built on clear routines and expectations
- Designed to minimise disruption and maximise thinking

Classroom Fundamentals

Teachers:

- Meet and greet
- Establish routines
- Check understanding
- Maintain high expectations

Students:

- Arrive prepared
- Engage fully
- Respect others' learning

At Holyport, we recognise that great learning relies on great behaviour. A positive culture is established through strong relationships, engaging teaching, and the consistent application of expectations. While sanctions are used where necessary to maintain clear boundaries, the College places a strong emphasis on positive reinforcement, recognising and celebrating student effort, achievement and contribution.

Appendix 2: The fundamentals of the classroom

Link to Promoting Positive Behaviour Policy

<https://www.holyportcollege.org.uk/wp-content/uploads/2025/09/Promoting-Positive-Behaviour-Policy-September-2025.pdf>

6. Curriculum Support (SEND) / Adaptive Teaching

We are committed to an inclusive model of education in which all students, regardless of background, need or starting point, are supported to achieve high levels of academic success and fulfil their full potential. In line with our statutory duties under the Equality Act (2010) and SEND Code of Practice, we seek to remove barriers to learning and ensure that all students can access a broad, balanced and ambitious curriculum.

Teaching at Holyport College is:

- Responsive rather than reductive
- Focused on ensuring that all students can access ambitious learning

At Holyport, the first and most important form of support is high-quality classroom teaching. All teachers are responsible for the progress and development of every student in their class and are expected to:

- Know their students well, including their strengths, needs and starting points
- Anticipate and respond to barriers to learning through adaptive teaching
- Use a range of strategies, including scaffolding, modelling, questioning and structured practice
- Maintain high expectations for all students, ensuring that support does not dilute challenge
- Contribute to the graduated approach (assess–plan–do–review), using assessment to inform precise and responsive support

This approach reflects our belief that the most effective support for students with additional needs is delivered within the classroom, by expert teachers, through carefully planned and responsive teaching.

6.1 Targeted Support and Intervention

Where additional support is required, this is provided through a graduated and targeted approach, led by the Curriculum Support Department.

This may include:

- Short-term, targeted interventions to address specific gaps in knowledge or skills
- Support from Curriculum Support Officers within lessons, where appropriate
- Specialist input from the SENCo and external agencies where required

Importantly:

- Interventions are designed to complement, not replace, classroom teaching
- Class teachers retain full responsibility for the progress of their students, including those receiving additional support
- The impact of support is regularly reviewed and adapted
- Support is time-limited, purposeful and focused on improving independence

Link to policy:

<https://www.holyportcollege.org.uk/wp-content/uploads/2025/12/SEND-Policy-November-2025.pdf>

6.2 Inclusion and Equity

In line with the College's Equity, Diversity and Inclusion Policy, Holyport is committed to eliminating discrimination and disadvantage, advancing equality of opportunity, and fostering a culture in which every student feels a genuine sense of belonging and value. We are deliberate in creating an inclusive environment where all students are respected, supported and able to thrive both academically and personally. We work in partnership with students and families, valuing their voice and ensuring they are actively involved in decisions about support and provision.

All students are expected and supported to:

- Participate fully in lessons and wider College life
- Access the same ambitious curriculum, with appropriate support
- Develop independence, resilience and confidence as learners

Link to policy:

<https://www.holyportcollege.org.uk/wp-content/uploads/2024/08/Equity-Diversity-and-Inclusion-policy-June-2024.pdf>

7. Prep (Independent Learning)

Prep at Holyport College plays a vital role in the learning journey. We recognise that high-quality prep, when carefully designed and consistently implemented, can significantly enhance students' understanding, retention and independence. Prep is therefore not an add-on, but an integral part of the curriculum, designed to reinforce, extend and deepen learning beyond the classroom.

In line with evidence-informed practice, prep may be used to support:

- Pre-learning (introducing concepts and building background knowledge)
- Practice (embedding core knowledge and skills)
- Checking for understanding (informing teaching and identifying gaps)
- Processing (applying, reflecting and extending learning)

In an increasingly digital world, it is essential that prep is designed in a way that:

- Cannot be easily replicated through copying or surface-level internet searches
- Requires students to think, apply, explain or create
- Encourages students to take ownership of their learning

Ultimately, high-quality prep ensures that students invest their time productively, reinforcing classroom learning and developing the independence required for academic success and lifelong learning.

Expectations

Key Stage 3:

- English, Mathematics and Science: typically set twice per week
- All other subjects: typically set once per week
- Prep should usually require 20–30 minutes of focused independent work

Key Stage 4:

- English, Mathematics and Science: typically set twice per week
- Option subjects: typically set once per week
- Prep should usually require 20–45 minutes of focused independent work

Key Stage 5:

- Prep may be set following each lesson where appropriate
- Independent study tasks should typically require 20–60 minutes of focused work

All prep is set on Google Classroom as an assignment with a due date. This will then automatically appear in Edulink.

8. Feedback

At Holyport College, we recognise that feedback is one of the most powerful drivers of student progress. As such, our approach prioritises high-quality feedback over compliance-driven marking. Feedback is an integral part of teaching and learning, not a separate activity. It is used continuously within lessons to shape teaching, address misconceptions and move learning forward.

8.1 Departmental Feedback Approaches

Holyport College does not operate a prescriptive, one-size-fits-all marking policy. Instead, departments are trusted to design feedback approaches that are appropriate to their subject, phase and curriculum. This reflects our belief that feedback is most effective when it is closely aligned to the nature of the discipline and the learning taking place, rather than driven by a one-size-fits-all model.

All departmental approaches must ensure that students receive regular, meaningful feedback, typically within a regular cycle of assessment and feedback which leads to clear improvement in learning. Departments define how feedback is delivered and how students respond, ensuring it remains purposeful and manageable.

Feedback is embedded within everyday classroom practice, most effectively through responsive teaching, allowing misconceptions to be addressed in real time and learning to move forward.

In practice, effective feedback at Holyport may include:

- Whole-class feedback, identifying common strengths and misconceptions
- Live feedback within lessons to adapt teaching in real time
- Verbal feedback through questioning, discussion and dialogue
- Written or digital feedback, where this adds clarity and value

9. Assessment, Recording and Reporting

Assessment at Holyport College is designed to provide reliable and meaningful evidence of student progress, while allowing departments the flexibility to assess in ways that best reflect their subject discipline and curriculum. Across all key stages, assessment combines formal assessment points with ongoing classroom evidence to ensure that reported outcomes are accurate, representative and supportive of future learning.

At KS3 and KS4, students complete a structured cycle of formal trials and assessed work throughout the year, while practical and performance-based subjects use projects and performances assessed against clear departmental criteria.

At KS5, departments follow a continuous assessment model, drawing on a range of assessed work to inform secure flightpath judgements. In all phases, assessment is rooted in curriculum intent, designed to be proportionate and valid, and used to inform teaching, intervention and student progress over time.

10. Monitoring and Evaluation

The purpose of quality assurance at Holyport College is to ensure consistency and high standards of teaching across the College, to identify and share effective practice, and to provide targeted support where needed. Above all, it maintains a clear and consistent focus on improving student learning and progress.

Our approach is underpinned by a commitment to accuracy, fairness and professional development. Judgements are based on a range of evidence, ensuring that conclusions are well-informed and balanced. Staff are not evaluated on single events or isolated lessons; instead, quality assurance is designed to provide a fair and representative view of teaching over time. The primary purpose of this process is to support the continual improvement of teaching and learning, with professional trust and accountability at its core. Staff are both supported and challenged, creating a culture in which high standards are expected and sustained.

10.1 Quality Assurance Cycle

Monitoring and evaluation at Holyport College are structured through a planned annual cycle, ensuring that quality assurance is systematic, proportionate and aligned with school priorities. Within this cycle, the quality of teaching is evaluated through a triangulated and developmental approach, drawing on multiple sources of evidence to build a secure and balanced understanding of teaching and learning. This ensures that evaluation is accurate, fair and reflective of practice over time, rather than based on one-off judgements or isolated observations. This is done through:

- Review of assessment and examination outcomes
- Departmental evaluation and planning
- Ongoing learning walks and WalkThrus
- Student voice activities to validate findings
- Ongoing SLT lesson visits
- Health checks, bringing together multiple sources of evidence

These sources are considered together, ensuring that no single measure is used in isolation. This approach allows leaders to move beyond surface-level impressions and develop a deeper understanding of how effectively students are learning.

Appendix 4. Quality Assurance Cycle

11. Professional Learning

Professional development at Holyport College is sustained, collaborative and evidence-informed. We recognise that the development of our teachers is the most important driver of improving student outcomes, and we are committed to creating a culture in which all staff continue to grow and refine their practice.

At the heart of this approach is a belief that teachers, like all learners, develop most effectively when there is ownership, engagement and the opportunity to reflect, implement and refine practice over time. Professional learning is therefore not a one-off event, but an ongoing process embedded within the daily life of the College.

We recognise that observing colleagues is a powerful aspect of professional development. Learning walks form a key part of this approach, providing regular opportunities for staff to see effective practice in action and to reflect on their own teaching. These are conducted in a positive, supportive and non-judgemental manner, with a clear focus on sharing and developing best practice. Learning walks are designed to provide brief snapshots of classroom practice, identifying common strengths and informing whole-school and departmental development.

Professional development at Holyport includes:

- A structured INSET programme aligned with whole-school priorities
- Ongoing departmental CPD
- Learning walks and WalkThrus, supporting shared practice and consistency
- Coaching and peer collaboration, enabling reflective professional dialogue

In addition, we recognise the importance of an individualised approach to professional development. Staff are actively encouraged to identify their own areas for growth and to engage in relevant training opportunities. The College supports a wide range of professional learning, including:

- Subject-specific development and knowledge enhancement
- Examination and assessment training
- Pedagogical development aligned with evidence-informed practice
- External courses, conferences and qualifications
- Leadership development

This ensures that professional development is both strategically aligned and personally meaningful, enabling staff to continually develop their expertise and deliver the highest-quality teaching

Appendix 5: Professional Learning

11.1 CIRL (Centre for Innovation and Research in Learning)

In direct partnership with Eton College, Holyport has established its own Centre for Innovation and Research in Learning (CIRL), now in its third year of development. Building on the work of the Tony Little Centre, CIRL has become a central part of the College's approach to professional learning, embedding a sustained, research-informed culture that continues to enhance teaching and learning.

The purpose of CIRL is to ensure that all students benefit from the highest possible quality of teaching, and that this quality is systematically developed over time. It provides a structured and programmatic approach to professional development, enabling staff to engage meaningfully with educational research, reflect on their practice and apply their learning within the classroom. Through this, CIRL strengthens the link between research and practice, ensuring that professional development leads to tangible improvements in student learning.

CIRL promotes a culture of collaboration, professional dialogue and reflective practice, where staff are supported to test, refine and share effective approaches. It creates opportunities for teachers to engage in disciplined inquiry, evaluate the impact of their teaching, and disseminate

their findings across the College community. In doing so, it ensures that professional learning is not isolated, but contributes to a wider culture of continual improvement.

The Centre provides clear and structured pathways for teacher development, supporting staff at all stages of their careers. This includes leadership coaching, early career development, and research-informed projects linked to whole-school priorities. As CIRL continues to develop, it is strengthening and formalising the College's professional development offer, ensuring it is both strategically aligned and individually meaningful.

CIRL also plays a key role in strengthening collaboration between Holyport and Eton College, contributing to a wider network of CIRL centres across partner schools. This partnership enables shared professional learning, collaborative teaching opportunities and the continued development of a research-led model for school improvement.

12. Digital Learning and AI

At Holyport College, technology is used to enhance learning, not replace teaching. We recognise that digital tools are most effective when they are used purposefully to support high-quality teaching, rather than drive it. Technology does not improve learning in itself; its impact depends on how effectively it is integrated into classroom practice.

12.1 iPads and Digital Technology

iPads form part of our approach to supporting teaching and learning. They are used selectively and purposefully to:

- Support clear explanations and modelling, through visualisation, annotation and demonstration
- Enable efficient feedback and organisation of learning
- Provide access to a wide range of resources, representations and explanations
- Support adaptive teaching, allowing students to access content in different ways

We are equally clear that technology must be used with care. Research highlights that digital tools are only effective when supported by strong pedagogy and teacher expertise, and can otherwise lead to distraction or superficial engagement. At Holyport, teachers make deliberate decisions about when technology adds value, and when more traditional approaches are more effective.

12.2 Artificial Intelligence

Artificial Intelligence (AI) is an emerging aspect of education and is approached thoughtfully at Holyport College.

AI must:

- Be used ethically and transparently
- Support and enhance student thinking, not replace it
- Be used in ways that develop understanding, independence and academic integrity
- Comply fully with JCQ regulations and examination guidance

Students are explicitly taught how to use AI appropriately, ensuring they:

- Understand its limitations as well as its benefits
- Use it to support planning, checking and refining work, rather than generating final responses
- Maintain ownership of their learning and thinking

Link to AI Policy: [AI Policy 2023.pdf](#)

13. Review

This policy will be:

- Reviewed every two years by ELT
- Shared with Governors
- Updated in line with research, outcomes and strategic priorities

14. Links with Other Policies

This policy links to:

- AI Policy
[AI Policy 2023.pdf](#)
- Assessment and Progress
<https://www.holyportcollege.org.uk/wp-content/uploads/2024/11/Assessment-and-Progress-Policy-2023.pdf>
- Equity-Diversity and Inclusion Policy
<https://www.holyportcollege.org.uk/wp-content/uploads/2024/08/Equity-Diversity-and-Inclusion-policy-June-2024.pdf>
- E-Safety Policy
<https://www.holyportcollege.org.uk/wp-content/uploads/2025/02/E-safety-policy-June-2024.pdf>
- Promoting Positive Behaviour Policy
<https://www.holyportcollege.org.uk/wp-content/uploads/2025/09/Promoting-Positive-Behaviour-Policy-September-2025.pdf>
- Pupil Code of Conduct
<https://www.holyportcollege.org.uk/wp-content/uploads/2025/01/Pupil-Code-of-Conduct-2025.pdf>
- SEND Policy
<https://www.holyportcollege.org.uk/wp-content/uploads/2025/12/SEND-Policy-November-2025.pdf>

15. Appendix

Appendix 1: Infographic Summary of T&L Policy



HOLYPORT COLLEGE

HOLYPORT COLLEGE

TEACHING & LEARNING POLICY

(2026–2028)



OUR VISION

Every student experiences high-quality teaching in every lesson.
Students think hard, remember more, and become independent learners.
Teaching is consistent, evidence-informed and impactful.

OUR VALUES



AMBITION
 Powerful Learning
 Evidence-informed teaching that secures deep thinking and memory.



JOY
 Culture for Learning
 High expectations, strong relationships, purposeful classrooms.



KINDNESS
 Improvement Through Reflection
 A professional culture of continual development.

WHAT GREAT TEACHING SECURES



THINK HARD
 (cognitive challenge)



REMEMBER MORE
 (long-term learning)



BECOME INDEPENDENT LEARNERS
 (metacognition & resilience)

OUR GUIDING PRINCIPLES

- ✓ Development of the whole child is as important as academic success
- ✓ Every student is entitled to high-quality teaching
- ✓ Professional autonomy enables effective teaching
- ✓ Teacher development drives improvement
- ✓ Teaching varies in style but is rooted in shared principles
- ✓ Evidence-informed practice (EEF, Rosenshine, WalkThrus)
- ✓ Culture defined by ambition, joy and kindness



ROLES & RESPONSIBILITIES

	SENIOR LEADERS	Set vision and strategic priorities. Monitor through triangulated evidence.
	HEADS OF DEPARTMENT	Lead curriculum and teaching. Ensure coherence and consistency.
	TEACHERS	Deliver high-quality teaching. Check for understanding. Adapt teaching responsively.
	STUDENTS	Be prepared, engaged and responsible. Respond to feedback.
	PARENTS & CARERS	Support learning at home. Engage with the College.
	GOVERNORS	Monitor outcomes. Ensure resources are used effectively. Hold leaders to account.



HIGH-QUALITY TEACHING, SUPPORTED BY STRONG PROFESSIONAL DEVELOPMENT, DRIVES EXCEPTIONAL OUTCOMES.



1. CURRICULUM & LESSON DESIGN



- ✓ Ambitious, coherent and inclusive curriculum
- ✓ Learning sequenced over time
- ✓ Strong subject knowledge and disciplinary thinking
- ✓ Flexible lesson design – no prescribed format
- ✓ Use of modelling, retrieval and feedback

2. LEARNING ENVIRONMENT



Holyport classrooms are:

- ✓ Calm, purposeful and focused
- ✓ Built on routines and high expectations
- ✓ Designed to maximise thinking

TEACHERS

- ✓ Meet & greet
- ✓ Check understanding
- ✓ Maintain expectations

STUDENTS

- ✓ Prepared
- ✓ Engaged
- ✓ Respectful

3. PREP (INDEPENDENT LEARNING)



High-quality prep that:

- ✓ Pre-learning
- ✓ Practice
- ✓ Checking understanding
- ✓ Deeper thinking

EXPECTATIONS



KS3: up to 30 mins
KS4: up to 45 mins
KS5: up to 60 mins

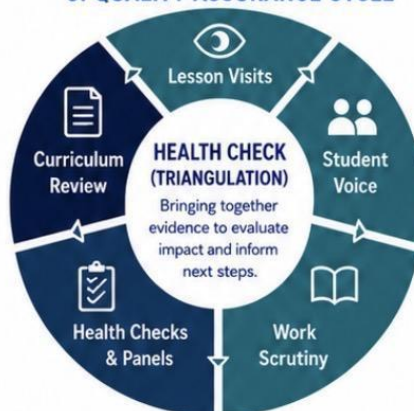
All prep is communicated via EduLink (can be set through Google Classroom).

4. FEEDBACK



- ✓ High-quality feedback over marking compliance
- ✓ Embedded within teaching
- ✓ Departments design their own approach
- ✓ Regular, meaningful feedback within a 3-week cycle

5. QUALITY ASSURANCE CYCLE



6. PROFESSIONAL LEARNING



- ✓ INSET aligned to priorities
- ✓ Department CPD
- ✓ Learning walks and WalkThrus
- ✓ Coaching and collaboration
- ✓ CIRL (research-informed development)

7. DIGITAL LEARNING & AI



TECHNOLOGY

Enhances learning, does not replace teaching. Used purposefully to:

- ✓ Support explanations, feedback and organisation
- ✓ Provide access to resources and representations
- ✓ Support adaptive teaching
- ✓ Use with care – technology only improves learning when used well.

ARTIFICIAL INTELLIGENCE (AI)

Approached thoughtfully. Must:

- ✓ Be used ethically and transparently
- ✓ Support and enhance thinking, not replace it
- ✓ Develop understanding, independence and academic integrity
- ✓ Comply fully with JCQ regulations and examination guidance



ONE ALIGNED APPROACH.



ONE SHARED LANGUAGE.



ONE GOAL: EXCEPTIONAL LEARNING FOR EVERY STUDENT.

Appendix 2:

The Fundamentals

At the heart of our foundations is a systematic and consistent approach to creating a focused learning environment. Whilst great teaching looks, feels and tastes different across subjects, we recognise that they share some important basic elements. By securing the non-negotiables of the classroom, teachers and students can build great learning around them. The College crest represents our core fundamentals of the classroom, a set of important features that should be present in every lesson.

Teachers

Meet and Greet
Be punctual and arrive on time

Seating Plan
Know your students

Get Them Going
Starter activity to grab their attention

Right To Teach & Right To Learn
Insist on respectful and safe learning environment

Sweat the Small Stuff
Consistent use of college rules and procedures

Reflect on Progress
Check their understanding

End and Send
Neat and tidy exit



Students

Arrive on Time
Be punctual and arrive on time

Be prepared
Have the correct equipment and prep

Enter Quietly
Create a focused learning environment

Respect the Right of the Teacher to Teach
Concentrate, avoid distractions and enjoy learning

Respect the Right of the Class to Learn
Respect your peers opinions and views

Appendix 3: Teacher Tools

Connected

Accessible

G Suite for Education



- G-Suite brings together a huge range easy to use tools to support teaching and learning across the school. Make it easy for everyone in our school to collaborate together.
- Emails
- Google Classroom
- Shared documents
- Google calendar and reminders
- Google forms

edulink one



- Edulink One brings together the things teachers need to manage daily school life. It's a complete engagement and management solution that supports parents, teachers and students in and out of the classroom. It is accessible anywhere and on any device.
- Registers
- Seating plans
- Key information
- Record student achievement
- Data entry

Appendix 4: Quality Assurance Cycle





HOLYPORT COLLEGE

LESSON VISITS

A GUIDE FOR SENIOR LEADERS

 15-MINUTE VISITS TO UNDERSTAND LEARNING, NOT JUDGE TEACHING

WHY DO WE VISIT LESSONS?



Verify that students are learning what we intend them to learn



Understand the lived experience of the curriculum



Identify strengths, trends and areas for development



Gather evidence alongside student voice, work scrutiny and outcomes



Support improvement through professional dialogue

 **A LESSON VISIT IS A WINDOW INTO THE CURRICULUM, NOT A JUDGEMENT OF A TEACHER.**

WHAT SHOULD LEADERS LOOK FOR?

1 WHAT ARE STUDENTS LEARNING?



- Can students explain what they are learning?
- Is learning aligned to the curriculum?
- Is prior learning being revisited?
- Does learning appear sequenced and coherent?

Key Question
Are students learning what we intend them to learn?

2 HOW ARE STUDENTS THINKING?



Look for:

- Students discussing, explaining or applying ideas
- Appropriate challenge
- Students recalling previous learning
- Students responding to questions
- Evidence of misconceptions being addressed

Avoid focusing on:

- Activity levels
- Entertainment
- Performance for observers

3 HOW IS UNDERSTANDING BEING CHECKED?



Look for:

- Effective questioning
- Retrieval of prior learning
- Cold calling / targeted questioning
- Mini whiteboards
- Hinge questions
- Student explanations

Focus on what teachers know about student understanding.

4 WHAT IS THE LEARNING CULTURE?



- Calm and purposeful classrooms
- Positive relationships
- High expectations
- Students engaged in learning
- Respectful interactions

 **STUDENT VOICE DURING VISITS**

Ask 2–3 students:

- What are you learning?
- How does this link to previous learning?
- What would you do if you got stuck?
- How do you know if you are doing well?
- What feedback have you received recently?

PROFESSIONAL DIALOGUE
Questions for Two Leaders After the Visit

	Curriculum	- What evidence did we see of curriculum intent? - How well did learning connect to previous learning?
	Learning	- What did students know, understand or remember? - What evidence was there of thinking and participation?
	Teaching	- How was understanding being checked? - Were misconceptions identified and addressed?
	Culture	- What was the learning climate like? - Did students appear safe, engaged and challenged?

WHAT SHOULD WE RECORD?

			
STRENGTHS	EVIDENCE SEEN	QUESTIONS	NEXT EVIDENCE SOURCE
What appears to be working well?	Specific examples from: ✓ Student responses ✓ Teacher actions ✓ Learning activities ✓ Classroom routines	What would we like to explore further?	What do we need to look at next? ☐ Student Voice ☐ Books ☐ Assessment Information ☐ Curriculum Plans ☐ HoD Discussion

REMEMBER

A lesson visit should:

- ✓ Verify
- ✓ Explore
- ✓ Triangulate
- ✓ Inform

NOT REMEMBER

A lesson visit should not:

- ✗ Grade
- ✗ Judge
- ✗ Rely on a single snapshot
- ✗ Generate unnecessary workload



HOLYPORT PRINCIPLE

Quality assurance is about understanding the quality of provision over time through multiple sources of evidence. A lesson visit is **one piece** of that evidence, **not the conclusion**.



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STUDENT VOICE AT HOLYPORT COLLEGE

LISTENING • UNDERSTANDING • IMPROVING



WHY STUDENT VOICE?

Student Voice helps us understand the lived experience of learning from those who know it best: our students.

- ✓ Understand how students experience teaching and learning
- ✓ Verify whether curriculum intentions are realised in classrooms
- ✓ Identify strengths and areas for refinement
- ✓ Inform curriculum development and departmental improvement
- ✓ Strengthen student ownership and engagement

OUR PRINCIPLES



DEVELOPMENTAL

Student Voice is used to improve provision, not evaluate individuals.



DEPARTMENT-FOCUSED

We look for themes and patterns across subjects, classes and key stages.



IMPROVEMENT-LED

Feedback informs departmental actions and future development.



EVIDENCE-INFORMED

Student Voice is considered alongside lesson visits, work scrutiny, outcomes and professional dialogue.

HOW WE GATHER STUDENT VOICE



STUDENT SURVEYS

Structured surveys completed during lesson time via a Google Form.



STUDENT PANELS

Small group discussions with students across key stages.



ONGOING DIALOGUE

Conversations throughout the year with students about their learning.



Student Voice is gathered throughout the academic year.

WHAT DO WE ASK STUDENTS?



PROGRESS & LEARNING

Am I making progress?



CLARITY & CHALLENGE

Do I understand what I am learning?



ENGAGEMENT

What helps me learn?



LEARNING ENVIRONMENT

Is the classroom focused and purposeful?



ASSESSMENT & FEEDBACK

Am I prepared for assessments?

FROM FEEDBACK TO IMPROVEMENT



YOU SAID

Student feedback identifies trends and themes.



WE REVIEWED

Heads of Department analyse findings alongside other evidence.



WE ACTED

Departments identify actions and improvements.



WE SHARE

Students are informed of changes through a 'You Said, We Did' approach.

CONNECTED TO QUALITY ASSURANCE

Student Voice is one source of evidence within Holyport's wider Quality Assurance Model.



LESSON
VISITS



WORK
SCRUTINY



OUTCOMES
& DATA



CURRICULUM
REVIEW



PROFESSIONAL
DIALOGUE

TOGETHER WE ANSWER:

Are students learning what we intend them to learn, and how do we know?



STUDENT VOICE IS NOT ABOUT JUDGING TEACHERS.

It is about understanding the student experience and using that insight to improve learning for everyone.



Listening to students.
Learning together.
Improving every day.

