Learning and Teaching Policy

Date effective	July 2026
Review Cycle	2 Yearly
Review Date	July 2028
Date of Approval by Governors	July 2026
Committee approved by	Foxford Local Governing Body
Author	Tom Jordan

Date	Notes

1. Vision and Purpose

At Foxford School, we are committed to ensuring that all students, regardless of starting point, background or need, achieve highly and are fully prepared for their next stage of education, employment or training. The inclusive classroom is at the heart of everything we do.

Our approach to learning and teaching is:

- Ambitious – rooted in high expectations for all
- Inclusive – ensuring access to a challenging curriculum
- Evidence-informed – drawing on cognitive science and educational research
- Consistent – underpinned by shared frameworks and language
- Developmental – supporting continuous professional growth

This policy is aligned with Castle Phoenix Trust ambitions:

- Reading
- Oracy
- Impactful teaching
- Digital learning
- Achievement
- Aspirations

2. Core Teaching and Learning Framework

Teaching at Foxford School is underpinned by three complementary frameworks:

2.1 The Six Principles of Great Teaching

Students can only succeed when they have:

- Clarity of explanation
- Effective modelling
- Opportunities to practise

The most effective teaching:

- Breaks learning into manageable steps
- Provides clear explanations
- Includes guided practice
- Identifies and addresses misconceptions
- Ensures sufficient practice and review

The Six Principles
Explanation
Used to:

- Stimulate curiosity
- Build knowledge and understanding
- Address misconceptions

Should be:

- Clear
- Structured
- Linked to prior learning

Modelling
Demonstrates:
- Thinking processes
- High-quality outcomes
- Subject-specific language

Includes:
- Worked examples
- Live modelling
- Deconstruction of excellence

Practice
Essential for:
- Retention
- Fluency
- Independence

Includes:
- Guided practice
- Independent practice
- Retrieval and review

Questioning
Used to:
- Check understanding
- Identify misconceptions
- Deepen thinking

Includes:
- Hinge questions
- Cold calling
- Stretch questioning

Challenge
Based on **teach to the top**
Ensures:
- All students access ambitious content

Supported through:
- Scaffolding
- Adaptive teaching

Feedback
Closes gaps in learning
May be:
- Verbal
- Written
- Whole-class

Must:

- Be specific and actionable
- Require student response

2.2 Shared Teaching Model: "I Do, We Do, You Do"

We use a consistent structure across lessons:

- **I do** → teacher explanation and modelling
- **We do** → guided practice
- **You do** → independent practice

This provides:

- Clear structure for students
- Consistency across the school
- A shared language of learning

2.3 CODE – The Four Principles of Great Learning

Students at Foxford demonstrate effective learning through:

- **Challenge**
  Students self-assess, reflect and think deeply
- **Ownership**
  Students understand what and why they are learning
- **Dialogue**
  Students communicate using precise academic language
- **Engagement**
  Students actively participate in meaningful learning

These principles:

- Are explored in depth through faculty development
- Provide a student-facing framework for learning
- Become a shared language between staff and students

3. Curriculum

3.1 Curriculum Intent

The Foxford curriculum is:

- Ambitious and knowledge-rich
- Carefully sequenced coherently over time
- Designed to build mastery and long-term retention

3.2 Curriculum Implementation

Curriculum delivery ensures:

- Clear progression of knowledge and skills
- Retrieval of prior learning
- Deliberate practice over time

3.3 Curriculum Review

Curriculum quality is assured through:

- Faculty explorations
- Formal curriculum reviews
- Cross-trust collaboration

4. High-Quality Classroom Practice

All teachers are expected to:
Plan and Teach Lessons That:

- Have clear learning intentions
- Build learning sequentially
- Use explicit teaching strategies
- Include regular checking for understanding

Deliver Strong Instruction

- Clear explanations
- High-quality modelling
- Structured practice

Ensure High Levels of Engagement

- All students actively thinking
- Minimal passive learning
- Strong routines established

5. Adaptive Teaching and Inclusion

At Foxford:
High challenge with appropriate support is valuable for all, vital for some.
Teachers use:

- Illuminated seating plans
- Assessment information
- Knowledge of SEND and disadvantaged pupils

Adaptive teaching includes:

- Scaffolding
- Strategic questioning
- Modelling
- Flexible grouping

We do not:

- Lower expectations
- Limit access to the curriculum

We do:

- Provide the necessary support for success

6. Literacy, Reading and Oracy

Aligned with Trust priorities:

- All teachers are responsible for:
    - Reading development
    - Vocabulary instruction
    - Oracy

This includes:

- Explicit teaching of vocabulary
- Structured talk opportunities
- Reading for meaning and fluency

7. Assessment, Feedback and Student Response

7.1 Principles

Assessment is:

- Ongoing and formative
- Used to adapt teaching

7.2 Feedback

Feedback includes:

- Whole-class feedback
- Verbal feedback
- Written feedback

Students must:

- Respond to feedback
- Improve their work

7.3 Monitoring Progress

- Robust student tracking systems
- Regular analysis of:
    - Progress
    - Attainment
    - Gaps

8. Data and Intervention

Intervention is:

- Data-driven
- Timely
- Impact-focused

Types of Intervention

- In-class (priority)
- Small group
- After-school provision

Focus:

- Closing gaps
- Securing key knowledge
- Supporting exam readiness

9. Quality Assurance of Teaching

Quality assurance ensures consistency and improvement.

9.1 Key Processes

- Learning walks
- Drop-ins (recorded on Steplab)
- Work scrutiny
- Student voice
- Curriculum reviews

9.2 Steplab

Used to:

- Record:
  - Drop-ins
  - Coaching
  - Shout-outs
- Track development
- Celebrate success

9.3 Culture

- Open, supportive and developmental
- Focus on improvement, not compliance

10. Coaching and Professional Development

10.1 Principles

CPD is:

- Evidence-informed
- Sustained over time
- Linked to classroom practice

10.2 Continuing Professional Development (CPD) Structure

Whole-School CPD

- Focus on:
  - Big 3 priorities
  - Six Principles of Great Teaching
  - CODE
- Delivered regularly

Faculty CPD

- Curriculum development
- Moderation
- Collaborative planning

Personalised CPD

- Instructional coaching
- Bespoke support

10.3 Instructional Coaching (Steplab)

Core mechanism for improvement:

Cycle:

1. Identify focus
2. Model practice
3. Rehearse
4. Implement
5. Receive feedback

Focus:

- Small, precise improvements
- High-impact strategies

10.4 Deliberate Practice

Teachers:

- Practise specific techniques
- Receive feedback
- Refine over time

10.5 Staff Wellbeing

Continuing Professional Development is:

- Focused
- Manageable
- Designed to reduce workload

11. Big 3 Priorities

Throughout each year:

- Three key priorities are identified
- Based on:
    - QA evidence
    - Data
    - School priorities

These drive:

- Continuing Professional Development
- Quality Assurance
- Coaching

12. Governance

Governors:

- Quality assure teaching and learning
- Monitor impact
- Ensure accountability

This policy ensures that:

- Teaching is consistently strong across the school
- Staff are supported through high-quality professional development
- Students achieve highly and develop mastery of knowledge and skills

At Foxford School, excellent teaching leads to excellent learning, and both are at the heart of everything we do.