

Teaching and Learning Policy



The Cottesloe School

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| Policy Type: | Non Statutory |
| Reviewed by: | Mrs C Hooley (Assistant Headteacher), Mrs L Baldwin (Head of School), Mr B Cleland (Link Governor) and Mrs C Stirk (Policies Governor) |
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Contents

| | |
|-------------------------------|--------|
| 1. Introduction and Purpose | Page 3 |
| 2. Aims and Objectives | Page 3 |
| 3. Roles and Responsibilities | Page 4 |
| 4. Teaching and Learning | Page 5 |
| 5. Professional Development | Page 5 |
| 6. Monitoring and Evaluation | Page 6 |
| 7. Policy Review | Page 6 |

1. Introduction and Purpose

The purpose of this Teaching and Learning Policy is to establish a framework that supports high-quality education at The Cottesloe School. This policy aims to ensure that **all** students receive a broad, deep, knowledge-rich, and ambitious curriculum that promotes academic and personal development aligned with the school's vision 'Prepare, Aspire, Succeed'.

This policy is to be used in conjunction with the following policies:

- Behaviour for Learning;
- Curriculum;
- Assessment and Feedback;
- Teacher Review and Development;
- AI Policy;
- Independent Learning.

Our dynamic teaching strategy aims to engage and enthuse students, leading to sustained and substantial progress. Inspired by The Great Teaching Toolkit's focus on deep knowledge and flexible understanding, our teaching prioritises high student activity, knowledge application, and deep questioning. This approach is centred on the 6Cs² and Healthy Relationships³ learning behaviours to improve character, independence, and outcomes.

The current, key teaching strategies in the school are centred on Six Key Features of The Cottesloe Classroom and Walkthrus techniques.

2. Aims and Objectives

This policy will enable us to:

- A. Be consistent in our approach to Teaching and Learning across the school.
- B. Promote an ethos of high expectations and lifelong learning in teachers and students, while encouraging all members of the school community to aspire to excellence.
- C. Provide students with a variety of high quality learning opportunities which lead to **all** students demonstrating a consistently high level of personal achievement, as measured through progress and attainment targets.
- D. Improve the quality of teaching and learning and encourage the sharing of good practice from across the school by using examples of good practice in staff Professional Development (CPD). This may include Departmental, Whole School, or ECT training sessions.
- E. Narrow the achievement gap between key focus groups in the school.
- F. Promote the acquisition and application of literacy, oracy and numeracy across the curriculum.

1. [Great Teaching Toolkit Evidence Review](#)

2. The 6Cs are: Collaboration, Co-operation, Critical Thinking, Creative Thinking, Challenge and Coaching. The Healthy

3. Relationships are: Respect, Equality, Empathy, Opportunity, Democracy, Tolerance, Responsibility, Excellence, Honesty.

3. Roles and Responsibilities

Governors

- The Governing Board is responsible for ensuring clarity of vision and strategic direction, holding senior leaders to account for the delivery of high-quality education.
- Approve this policy and monitor its effective implementation to ensure it drives improved outcomes for **all** students.

Senior Leaders

- Ensure that teaching and learning strategies align with the school's vision and improvement priorities.
- Contribute to the strategic leadership and effective management of teaching and learning which links to their role (e.g., curriculum development, assessment, professional development).
- Provide ongoing professional development and support for staff informed by the Looking at Learning initiative and other sources of information.
- Monitor and evaluate the effectiveness of teaching and learning across the school.

Middle Leaders

- Develop and implement subject-specific curriculum plans that align with the school's overall aims and objectives.
- Provide ongoing departmental guidance and professional development and support for staff informed by the Looking at Learning initiative and other sources of information.
- Monitor and evaluate the effectiveness of teaching and learning across their department.

Teachers

- Plan and deliver high-quality lessons that engage and inspire **all** students.
- Use assessment data and information from the SENCo and other stakeholders to inform planning to adapt teaching for **all** students.
- Foster a positive and inclusive learning environment that promotes the school's 6Cs and Healthy Relationships learning behaviours.
- Implement the school's Behaviour and Rewards policy consistently.
- Participate in professional development activities to enhance their teaching skills.

Assistant Teachers (ATs):

- Support teachers in the classroom to deliver effective teaching and learning.

- Provide targeted support to individual students or small groups.
- Contribute to the assessment of student progress.

Students

- Take responsibility for their own learning and behaviour.
- Engage actively in lessons and wider curricular activities.
- Seek support when needed and contribute positively to the school community.

Parents and Carers

- Support their children's learning by engaging with the school.
- Promote the importance of education and attendance.
- Attend parents' evenings and other school events.
- Communicate with teachers regarding any concerns or needs, usually this is via the Form Tutor or the subject class teacher initially.

4. Teaching and Learning:

- Teachers at The Cottesloe School employ a range of teaching and learning strategies to engage, challenge, and inspire students. These strategies include the [Six Key Features of The Cottesloe Classroom](#) and Walkthrus techniques:
 - Teachers will plan well-structured, engaging lessons that challenge students and are adapted to meet the needs of **all** learners.
 - Teachers will use formative and summative assessment as an integral part of teaching, carefully checking that students have grasped key concepts before moving on.
 - Teachers will implement feedback and follow-up tasks that require students to act on feedback, demonstrate mastery, and reduce the gap in knowledge and skills.
 - Teachers must explicitly develop and integrate our 6C and Healthy Relationship learning behaviours into the classroom environment and school culture in order to promote success and lifelong learning.
 - Teachers will maintain a strong focus on literacy and numeracy, specifically through the use of exam questions and exam literacy, to ensure students can access the academic demands of the whole curriculum.
 - Teachers will set Independent Learning activities in line with Departmental processes and the Independent Learning policy.

5. Professional Development

- The Cottesloe School is committed to providing high-quality professional development for all staff.

- Professional development is aligned with the school's priorities and the needs of individual staff members.
- Professional development opportunities include:
 - training courses;
 - workshops;
 - conferences;
 - mentoring;
 - Coaching;
 - the annual Review and Development process.
- Staff are encouraged to reflect on their practice and identify areas for improvement.
- The school supports staff to undertake further qualifications.
- Subject-specific CPD needs are identified and supported.
- Our approach to technology integration will remain agile and evidence-informed. We commit to continually reviewing emerging technologies and evaluating their potential to enhance student learning and reduce teacher workload, rather than adopting technology purely for innovation's sake.

6. Monitoring and Evaluation

- The implementation of this policy will be monitored and evaluated regularly.
- Monitoring and evaluation activities will include:
 - lesson observations;
 - Looking at Learning lesson dips;
 - Book Looks;
 - stakeholder voice processes;
 - analysis of student performance data.
- The findings of monitoring and evaluation activities will be used to inform future planning and development.

7. Policy Review

This policy will be reviewed in four years, earlier if there are any legislative changes. The next review date is November 2029.