



DENBIGH SCHOOL



Denbigh School

Teaching and Learning Policy

2026

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*Publication on website			
Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

1. Rational and Ethos

- 1.1** This Policy outlines the School's approach to Teaching & Learning throughout all years of Denbigh School. Teaching and Learning is at the core purpose of the School. How we teach and what we teach is what makes a difference to the students in our care and can significantly alter their life chances. Therefore, this Policy should be considered central to all areas of Denbigh School life.

The School's vision is that all teachers will have the highest aspirations for their students. All students should be challenged and inspired.

This can be distilled to four words which encapsulate our vision for excellent Teaching and Learning at Denbigh School.

- Consistency
- Challenge
- Inspiration
- Inclusive

1.2 Ethos

Teaching & Learning at Denbigh School should:

- 1.2.1** Challenge all learners
- 1.2.2** Have consistently high aspirations for all learners
- 1.2.3** Be inclusive with lessons being adapted to meet the needs of learners
- 1.2.4** Recognise that students enjoy learning new things – words, facts, dates, skills etc.
- 1.2.5** Have an emphasis on strong subject knowledge & cultural capital
- 1.2.6** Inspire students to become lifelong learners
- 1.2.7** Inspire students to continue to study a subject in the future
- 1.2.8** Adhere to a set of common core principles to ensure a more consistent approach
- 1.2.9** Have high expectations in terms of behaviour and engagement

2. Roles and responsibilities

- 2.1** The Headteacher and Deputy Headteacher responsible for Teaching & Learning & Curriculum are responsible for ensuring that the Teaching and Learning that occurs across the School is of the highest standard.
- 2.2** The Teaching and Learning Policy will be reviewed annually by the Deputy Headteacher responsible for Teaching & Learning & Curriculum to ensure that it is appropriate and meets the needs of the School.
- 2.3.** The Deputy Headteacher responsible for Teaching & Learning & Curriculum will be responsible for ensuring that all teaching staff receive training on the School's approach and expectations around Teaching and Learning.

- 2.4** Faculty Leaders (Heads of Faculty, Year Group Leaders and Heads of Subject) are responsible for ensuring that teaching staff within their faculty areas are teaching to the highest possible standard and are aware of the School's expectations, monitoring the practice of teachers and addressing such practice where it falls short of the expectations set out in this Policy.
- 2.5** Teachers are responsible for ensuring that they are aware of the School's expectations around Teaching and Learning and for ensuring that their practice meets the requirements set out in this Policy.

3. Principles

- 3.1.** Denbigh School expects every teacher to consistently deliver good lessons - no child deserves less.
- 3.2.** High standards and expectations around behaviour and attitudes to learning are the bedrock of good teaching and learning in a school. Teaching and learning cannot be exceptional without it.
- 3.3.** Teachers should aspire to inspire their students to continue to study their subject in the future.
- 3.4.** Exceptional teaching and learning go hand-in-hand with an exceptional curriculum. One cannot be achieved without the other.
- 3.5.** Strong subject and subject pedagogical knowledge are vital to good teaching and learning.
- 3.6.** The School's approach to teaching and learning will be research-led. Leaders and teachers will be encouraged to draw upon the most up-to-date pedagogical research to inform their practice.
- 3.7.** The Teaching & Learning Code will align to the requirements set out in the teaching standards.

4. Expectations

- 4.1** The School's expectations around teaching and learning are set out each year in the Teaching & Learning Code. All teachers are required to meet this standard as a minimum.
- 4.2** The Teaching and Learning Code is the minimum expected standard. Teachers should be encouraged to teach beyond this standard.
- 4.3** The Teaching & Learning Code is reviewed each year by the Deputy Headteacher responsible for Teaching & Learning & Curriculum.
- 4.4** Any amendments to the Teaching & Learning Code will be communicated to staff at the earliest possible opportunity and/or before the first monitoring window commences.

- 4.5** The School has a responsibility to ensure that teaching staff have access to excellent Continuous Professional Development to help develop subject and subject pedagogical knowledge.

5. Monitoring, reporting and evaluating

- 5.1.** The Teaching and Learning Code is reviewed each year as part of the School's annual review.
- 5.2.** Teaching and learning is monitored at the School by the Deputy Headteacher and Assistant Headteacher responsible for Teaching & Learning & Curriculum, alongside Heads of Faculty, Year Group Leaders and Heads of Subject through:
- 5.2.1.** Learning walks and lesson sampling.
 - 5.2.2.** Work sampling and homework sampling.
 - 5.2.3.** Lesson observations.
- 5.3** Monitoring and evaluating teaching and learning will primarily take place during calendared windows – although it may take place outside of these windows.
- 5.4** Where concerns are identified these will be fed back directly to the teacher via the teacher's line manager or another senior colleague.

6. Staff training

- 6.1.** Teaching staff will receive regular training on teaching and learning.
- 6.2.** All new staff will receive an Induction Programme with training on the School's approach to teaching and learning.
- 6.3.** The School will provide teachers with regular access to research led CPD.

Appendix 1

Denbigh School - Teaching & Learning Code

1. The beginning of the lesson

- 1.1 Students should enter the room in an orderly manner. Teachers should enforce this expectation.
- 1.2 Students must be given a starter activity that challenges them as soon as they enter the classroom.
- 1.3 Teachers greet students positively and at the door where possible.
- 1.4 Teachers take registers aloud, students in silence.
- 1.5 Teachers will challenge latecomers and record any minutes late.

2. Planning

- 2.1 Teachers must be aware of groups of students in their class. These groups will include:
 - Disadvantaged students
 - HPA, MPA and LPA students
 - Students with SEND
 - Students with EAL
 - Students who are underachieving (including those on a RAP)
- 2.2 Lessons should challenge all learners.
- 2.3 Lessons should be appropriately adapted to meet the needs of all students including SEND.
- 2.4 When introducing the lesson objectives, teachers should explicitly outline the new knowledge and skills that students will be learning and identify key terminology. Teaching should be 'word conscious'.
- 2.5 Lessons should be planned in sequences following faculty schemes of learning. New knowledge should build on previous learning.
- 2.6 Teachers should follow SONAR when planning lessons (Starter, Objectives, New knowledge, Assess and adapt, Review)

Starter – Students are given a starter activity that challenges them and is relevant to their learning.

Objectives – The learning objectives are made clear and have been communicated to students.

New knowledge – Lessons will introduce some new knowledge or skill. This will be appropriate and challenge all learners.

Assess and adapt– Learning will be frequently and systematically assessed throughout the lesson. Anticipate, adapt, assess cycle is used

Review – The learning will be brought together with a plenary activity.

3. Assessment & Feedback

- 3.1** Assessment will be primarily formative.
- 3.2** Assessment will form part of every lesson to check for understanding and adapt lessons accordingly.
- 3.3** Teachers should maximise opportunities for questioning all students in the lesson, using the 'no hands up' approach.
- 3.4** Teachers should frequently use low stakes assessment to systematically test students' cumulative acquisition of knowledge.
- 3.5** Teachers will follow the Faculty Assessment and Feedback guidelines which will be based on the following principles:
 - Assessment and feedback need to be manageable for staff and meaningful for students.
 - All classes must receive regular, good quality feedback. PP students work looked at first.
 - Assessments should provide teachers with sufficient information to award an accurate CLG.
 - There is no minimum requirement for written marking.
 - A range of approaches can be used to feedback to students.
 - There should be a consistent approach across subjects or key stages.
 - Books and folders should receive some 'maintenance scrutiny' once per ½ term to maintain good quality presentation.
- 3.6** Students must show a pride in the presentation of their work. Exercise books and folders must be well presented.

4. Behaviour & Engagement

- 4.1** All teachers must consistently use the School's consequence system.
- 4.2** Every class must have and use a seating plan in class charts.
- 4.3** Teachers should be aware of the distinction between engagement and behaviour and challenge a lack of engagement where necessary.
- 4.4** There should be no dead time. The pace of the lesson should be appropriate for all learners.
- 4.5** Teachers will take ownership of the behaviour of their students, employing a range of strategies to improve behaviour, including contacting parents where necessary.
- 4.6** Teachers should use the language of Engagement, Kindness & Respect and Do No Harm where appropriate.

- 4.7 Teachers should monitor student uniform to ensure that it meets the school's expectations.

5. The end of the lesson

- 5.1 All lessons must have a Review that pulls together the key learning from the lesson.
- 5.2 The teacher should briefly preview the next lesson or sequence of lessons.
- 5.3 Students should continue learning as close to the end of the lesson as possible.
- 5.4 Students should be dismissed by the teacher in an orderly fashion.
- 5.5 The classroom should be left in an appropriate state for the next member of staff.

6. Homework

- 6.1 Homework should be set in accordance with the guidelines set out below.
- 6.2 Homework should be primarily focussed on extended practice enabling students to improve their fluency and confidence as well as supporting a deeper and more fluent recall of knowledge. Independent learning tasks and/ or research projects are acceptable where applicable to the curriculum.
- 6.3 Homework instructions must be placed in the class TEAMS page as an assignment.
- 6.4 Homework should be set in a way that allows the teachers to determine which students have completed it, teachers need to be able to enter a percentage of completion on all progress reports.
- 6.5 Non completion must be entered on ClassCharts and PP contact home.

Homework Guidelines

Year 7 & 8

- Homework is compulsory for all students
- Subjects with 1 hour per week should set a minimum of 1 ½ hours of homework per half term
- Subjects with 2 hours per week should set a minimum of 2 hours of homework per half term
- Subjects with 3 hours per week should set a minimum of 3 hours of homework per half term
- Faculties can decide how frequently this work is set
- There must be consistency across a faculty
- Project homework duration is capped at ½ term
- Half termly projects must include a milestone
- Teachers should be able to track who has completed the homework
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 9 – 11

- Homework is compulsory for all students
- There must be consistency across a faculty
- Homework should be set frequently
- Teachers do not need to set homework for 2 weeks per half term e.g. set homework 4 out of 6 weeks, 5 out of 7 weeks
- Each piece of homework set should take students a minimum 45 minutes to complete
- Teachers should be able to track who has completed the homework
- Homework can incorporate independent learning resources e.g. GCSE Pod, My Maths etc.

Year 12 & 13

- Homework is compulsory for all students
- Homework should be set weekly
- Reading homework can be set, but these should not make up more than 25% of homework set per half term
- If a reading homework has been set, there should be some follow up learning activity that takes place in lessons
- Aside from reading homework, teachers should be able to track who has completed the homework
- Students should receive a minimum of two hours homework per week from each subject