



Teaching, Learning and Assessment Policy

The purpose of the policy is:

- to provide practical guidance and clear procedures to teaching staff
- to ensure high quality teaching and learning experiences for all pupils and students
- to provide a framework for teaching, learning and assessment within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to continue to raise attainment by ensuring that pupils make excellent progress.
- to promote sharing of best practice and relevant recent research findings.
- to make explicit a baseline for monitoring and evaluating the teaching, learning and assessment that takes place
- to inform teachers, students, parents, governors and the wider community about the aims and processes of teaching, learning and assessment at Langley.

'Features of a Great Langley Lesson': a consistent model for Teaching and Learning

Our school model for an excellent lesson is called 'Features of a Great Langley Lesson' (FOAGLL). This document distils what research (see references at the bottom of the document) finds to be the key features required in a lesson, in order to ensure excellent pupil progress. The document is reviewed at least annually, taking into account discussions with teachers on what works best for our pupils and students in our school context. The document is deliberately open in its instruction, in places where creative licence amongst teachers is of great importance but is deliberately prescriptive with regards to basic lesson routines, in order to ensure a consistent and predictable experience for pupils (for example with regard to their entry and exit from the lesson). The document is used by all teachers as a tool for planning excellent lessons. Each department has considered in turn where aspects of the FOAGLL may need adaptation, to ensure that teaching responds to the specific requirements of each individual subject, but in principle the FOAGLL is the go-to plan for lesson-planning in every department, for every year group. Please see Appendix 1 for the current version of the FOAGLL in a user-friendly table format.

The 'Features of a Great Langley Lesson' consists of the following direction for teachers, organised chronologically into five sections, according to the lesson planning and delivery process. It illustrates the expectations for all teachers when lesson planning and when delivering lessons. The aim is to ensure that the needs of all learners are met, and that all pupils are supported and challenged in every lesson. It highlights (in section 1) the importance of a coherent curriculum plan that underpins the daily lesson planning process.

Policy author: Charlotte Pincher, Deputy Head Academic

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It is important to note that the FOAGLL is not intended to be a checklist. It should not be used as a one-size-fits-all approach, and there are occasions where lessons will naturally require a different structure and approach. Rather, the FOAGLL is a foundation to return to, to ensure that over time pupils experience all the key elements required to learn over time and retain their skills and knowledge in the long term. Used consistently over time, the FOAGLL as a lesson planning tool will help to ensure that pupils develop the critical thinking and independent learning skills to lead a happy and successful life beyond Langley, with the Langley values embedded into their attitude to learning.

Staff are regularly asked to consider their utilisation of the FOAGLL in line with their own professional development. A self-evaluation matrix version of the FOAGLL exists for this purpose.

The Five Steps of the FOAGLL

1. Before the lesson: organise and plan.

This ensures each lesson has a clear purpose and every minute of lesson time is made best use of.

- Consider how the lesson fits into the bigger picture of the curriculum for the week, unit, term, and year. Consider what the purpose of the lesson is and how this cumulatively builds knowledge and skills. Consider how you will develop pupils' curiosity, confidence, integrity, and kindness, and how you can promote DEI via your planning. Consider whether links can be made to careers.
- Ensure you have a clear understanding of exactly what prior knowledge is required for pupils to access the learning and how you will break down the learning into its constituent 'atoms'.
- Pre-prepare your models and choice of questions (this is likely to include exam-style questions in older year groups).
- Plan for what pupils will be thinking about at each part of the lesson, not just what they will be doing. Pupils remember what they think about. Learning (and ultimately memory) is the 'residue of thought'.
- Ensure all lesson resources are ready in advance, including adaptations for pupils' individual needs (inc. those with SEND and EAL). *See Appendix 5 and Appendix 6 of this policy for some specific suggestions of strategies for pupils with EAL and SEND respectively.*
- Plan to utilise technology where advantageous, to enhance and augment the learning process for pupils, and support you as a teacher.
- Ensure the classroom is safe, tidy, and ordered. Classroom displays should be relevant and reflect your high expectations.
- Ensure you know your seating plan and the rationale behind it. Is there a meaningful opportunity to make use of the outdoors?

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2. Follow the Langley lesson beginning protocol (minutes 1-5).

This ensures pupils arrive ready to learn and engage in daily retrieval practice to embed learning over time.

- Pupils line up quietly, correctly dressed, and ready to enter. Be proactive as the teacher in ensuring this occurs, speaking to individuals.
- Teacher meets and greets pupils at the door.
- Pupils enter, bags out of the way, equipment on desk, coats off.
- Pupils stand, quietly, behind chairs and sit when invited. This is according to a seating plan designed by the teacher.
- Pupils engage in 'do now' activity whilst teacher registers class.
- 'Do now' task needs to focus on retrieval practice from a previous lesson in the same topic or a previous topic.

3. Teach for sustained progress (the below is based on a philosophy of 'High Challenge, High Support', the pedagogical model of Rosenshine's 'Principles of Instruction' and Tom Sherrington's work on the 'Mechanisms of Learning').

Pupils enjoy lessons when they feel they are making rapid progress. Plan for this. The below is an exemplification.

- Explicitly share the key learning objective for the lesson and how these fit into the big picture. It should be ambitious for all pupils.
- Activate and assess necessary prior knowledge and vocabulary. Address any crucial gaps before moving on.
- 'I do': Teacher models new learning. Make the implicit explicit: ("I am doing this because...", "I know this because...", "I am not doing this because...", "I choose to do it like this so that..."). This may include use of the visualiser or a demonstration.
- 'We do': Further modelling, with teacher cold-calling individuals to assess understanding of the process. Make use of 'hinge questions' to aid metacognition: ("What would happen if instead...?" "Would anything change if...?" "Why would I/would I not do this...?")
- 'You do': Independent practice. Give pupils an opportunity to practice each step independently, after each new piece of learning. Circulate the classroom/workspace during this phase, to prompt and support or intervene with individual pupils.
- Assess the understanding of all learners (for example via self/peer-assessment with solutions and sharing their score, a low-stakes quiz, or verbal questioning from the teacher). Use this knowledge to intervene and inform the next steps. Veer from the plan if needed.
- Feedback and reflection: ensure all pupils have feedback at each stage of the learning process so that misconceptions can be addressed.
- Plenaries: ensure that pupils have reflected on their learning and are able to articulate what they have learnt in their own words.

4. Keep expectations of all pupils high.

Involve all pupils. No opt-out. Demonstrate clarity and consistency as the teacher. Praise publicly, sanction privately.

- Ensure 100% participation. Use whole-class AFL strategies to support with this (such as mini-whiteboards, show-me multi-choice voting, cold-calling, 'Think, Pair, Share', online voting/quiz tools). Avoid over-use of 'hands-up'.
- Ensure all learners' needs are met: all pupils must feel challenged and supported to make rapid progress. Pitch the lesson to the highest level, then scaffold to support. Intervene where necessary, including stretching and challenge those who demonstrate proficiency.
- Utilise the Langley Behaviour Policy: motivate pupils with praise and narrate the positive ("Thank you to everyone who has already..." etc). Address low-level disruption privately and calmly. If issues persist, escalate sanctions and if necessary, remove the pupil from the lesson (they should be sent to the Head of Department's classroom or office). Do not allow a pupil to derail the lesson.
- Set meaningful and challenging prep according to the whole-school schedule. Ensure all pupils understand the task, the due date and will be able to access this. Ensure this is followed up: reward excellent work, sanction missing prep, and give meaningful feedback.

5. Follow the Langley lesson ending protocol (2 minutes before the bell).

This ensures a calm end to the lesson and supports the teacher teaching the class next.

- Pupils pack away and hand in work. Ensure the pupils leave the learning space tidy. Pupils stand in silence behind desks.
- Teacher checks uniform and conducts a quick check of understanding (exit ticket/ thumbs up/ quick quiz question/ lollipop questions etc)/ praise for specific pupil responses.
- Orderly dismissal (end and send) on the bell.

The Teachers' Standards

It is expected that all teachers adhere to the standards set out in Appendix 2 of this document, the Department for Education Teachers' Standards.

Marking and Feedback

Langley does not have a one-size-fits-all marking policy. This is because there is much nuance and departmental difference in terms of the frequency of lessons, type of work set, methods of assessment, and frequency of prep set. It is more appropriate and more beneficial to ensure that each department has a clear and well-thought-out policy, which is adhered to by all teachers in that department, so that within each department there is consistency. It is the responsibility of the Head of Department to ensure that the teachers in the department adhere to the departmental marking policy. To ensure that each departmental marking policy is in line with the school's approach, there is an expectation that the departmental marking policies all adhere to the below key principles of feedback.:

1. Feedback is purposeful and timely
2. Criteria are understood by the learner
3. Feedback leads to feed forward (action)
4. Assessment can be carried out in a number of ways
5. Presentation of work is important
6. Literacy is important

Guidance on the above principles:

Key Principle 1 – Feedback is purposeful and timely

- The purpose of the marking must be made clear.
- Pupils receive regular developmental and motivational feedback in a variety of ways to enable them to progress.
- Each department to set the timing of return of work, (e.g. work is marked with feedback added and returned within one week)
[please see reporting and recording procedures]

Key Principle 2 – Criteria are understood by the learner

- Pupils are made aware of success criteria and are enabled to interpret these criteria in a meaningful way.
- All criteria should be explained in student-friendly language.
- Graded work is modelled through display and explanation.

Key Principle 3 – Feedback leads to feed-forward/action

- Pupils must act upon the advice they are given to improve their performance.
- The department has a mechanism to ensure students are acting on advice given.
- For practical subjects with a high proportion of verbal feedback, this should be recorded by the pupil.

Key Principle 4 – Assessment can be carried out in a number of ways

- It is acceptable as part of a clear policy, for teachers to perform a cursory check of work in order to acknowledge the effort put in by learners.
- Pupils are encouraged critically, but supportively, to judge the performance of others within their group.

Key Principle 5 – Presentation of work matters

- Presentation of the pupils' work is important and should be a focus of feedback and target setting as this encourages them to take more pride in their work.
- Teachers are to use professional judgement with regard to SEN students.
- **All Departments** are to ensure that pupils follow the following expectations for presentation:
 - Pupils use black or blue pen for written work, and green for peer marking.
 - Pupils use a pencil and ruler for diagrams.
 - All class-work and prep should have a title and date. These should be underlined with a ruler. If being completed on a device each piece of work needs a clear title.
 - Covers of books should be kept clean and free from graffiti, and books should be kept in good order.
 - Written answers should be given in full sentences where necessary.
 - All worksheets should be stuck into books neatly.
 - If pupils make a mistake, they should draw one neat line through the mistake and start again; do not over-write.
- Further points can be added for subject specific expectations, but all written work should demonstrate the above expectations wherever possible.

Key Principle 6 – Literacy matters

- Every department (not just the English department) is responsible for contributing to the improvement of Literacy, checking carefully for SPAG (spelling, punctuation and grammar) and making these part of the non-negotiables of written and spoken expression.
- Assessment should make explicit reference to appropriate modes of expression in each subject.
- Subject-specific vocabulary needs to be taught, and the teacher needs to model writing and use high-quality texts and exemplars.

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Prep

- Teachers are required to set prep in accordance with the prep timetable.
- Prep should be purposeful.
- Prep may link to recent learning, may consist of retrieval practice, or may involve (upon occasion) research or project-based tasks.
- Evidence suggests that shorter, more directed, closed prep tasks are often more conducive to pupil progress than pupil-led, open prep tasks. As such, teachers are directed to set this sort of prep more often than open-ended tasks. However, there is also a place for open-ended tasks on occasion, as these tasks help to instil independence and self-direction over time.
- All written and assessable prep must be marked in accordance with the assessment policy.
- In the case of any work not being completed on time or to the expected standards, the school's behaviour policy should be followed.
- Where possible, prep should be set a minimum of one week prior to the due date for pupils in Years 6-11. [The one-week time allowance may not always be feasible, but teachers should endeavour to work with pupils' other commitments in mind.] In the Sixth Form, students will be set more regular home-learning, so the expected turnaround may be shorter, but the principle still applies.
- Prep must be set on the school's preferred platform for setting prep, currently Microsoft Teams.
 - Ideally, prep would be set on Teams prior to the lesson.
 - Prep should also be explained during the lesson, with adequate time given for pupils to ask questions to clarify the instructions.
- Prep will generally be graded according to the 'Attitude to Learning' grade descriptor words (see Appendix 3): 'Excellent', 'Good', 'Adequate' and 'Unsatisfactory'.
- Teachers are expected to keep accurate and up-to-date records of pupils' prep grades.

Staff Development and Sharing Best Practice:

Langley School is committed to ensuring that as a team of teachers, we are forward-thinking and reflective. We aim to ensure that our pedagogical approach is up-to-date and evidence informed. We recognise that amongst staff there is a wealth of experience and that in order to continually improve our offering for pupils, it is crucial that there is regular opportunity to share best practice with regards to Teaching and Learning.

The following (non-exhaustive) list illustrates some of the mechanisms via which the school aims to share best practice and develop our teachers over time:

- At least one (often numerous) Teaching and Learning focused session for staff at every INSET day.
- ‘Friday Sessions’ CPD focusing on developing Teaching and Learning in line with the school objectives for the year, led by expert teachers and staff internally (including the SEND and EAL departments), and with external input where relevant.
- Highlighting excellent pedagogy via the ‘One Great Thing I Saw This Week’ noticeboard in the Staff Room.
- Disseminating relevant recent research on a weekly basis via the ‘If You Read One Thing This Week’ email group.
- The creation and regular meeting of a Teaching and Learning Committee, with minutes and actions to hold the team to account.
- Staff self-evaluation according to the FOAGLL, using the FOAGLL Self-Evaluation Matrix.
- An expectation that in Department Meetings, pedagogical conversations are commonplace, and that departments utilise ‘Deliberate Practice’ to embed new techniques in a low-stakes context.
- Giving staff the opportunity to attend external CPD courses where this is in line with the school and/or department priorities and objectives.
- Encouraging staff to become examiners in their subject and supporting staff to attend exam-board training.
- Ensuring that Heads of Department attend HMC and other network meetings, to continue to bench-mark and improve our offering to pupils and encouraging school visits to learn from other excellent schools.
- A clear programme of training for ‘Early Career Teachers’, utilising the FOAGLL, Early Career Framework, Teacher Standards, relevant research, and expertise of the Langley staff in addition to ISTIP, our chosen provider for teacher induction.

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Monitoring and Evaluation

In order to ensure that teachers and leaders adhere to this policy, and ultimately to ensure that pupils and students receive an excellent education at Langley, the school monitors the quality of teaching and learning on an ongoing basis. The monitoring process aims to triangulate using a variety of indicators, rather than making one-off judgements of teaching or grading staff. As a school, we recognise that there are numerous indicators of whether pupils are making excellent progress in lessons. In addition to one formal observation per year, as part of the staff objective-setting process through 'Line Management', the following happen regularly, in order to monitor the quality of teaching and learning at Langley:

- Heads of department are required to 'drop-in' on each teacher in their department on a fortnightly basis in the form of a 'Learning Walk'.
- Teachers receive feedback either verbally or via an email from their Head of Department, to ensure that points for development are shared, as well as what is going well. This should be in line with the FOAGLL and may link to the departmental objectives in the Department Development Plan.
- Heads of Department record their drop-ins and brief notes via a 'Learning Walks Log' which is shared electronically with the Deputy Head, Academic and their SMT line manager. This is discussed periodically in line management meetings.
- SMT conduct regular learning walks and record brief notes (as above) on an SMT Learning Walks log to ensure that all departments are regularly monitored. This is discussed at SMT meetings.
- Heads of Department and SMT conduct work-scrutinies to monitor the quality of pupil work in exercise books and on devices.
- Heads of Department and SMT conduct pupil-voice and parent-voice surveys to assess engagement levels and pupils' perceptions of their own learning.
- Heads of Department and SMT review pupil attainment data from internal and external exam results, and Attitude to Learning grades on a regular basis.
- Once per year a formal observation is conducted.

With regards to all of the above, where there are concerns, actions will be agreed to address these, with clear time frames for implementation, additional support put in place to ensure that the targets are achievable, and subsequent review to ensure that they have been met.

Where concerns regarding a teacher's practice are persistent or numerous, teachers may progress onto the 'Teacher Improvement Pathway'. This is a programme of closer support and monitoring, with specific targets linked to issues which have been flagged, and clear dates for review. The aim of the Teacher Improvement Pathway is to address aspects of a teacher's practice not-currently meeting the expectations of the school, in a timely and supportive manner.

Lesson Observations and Learning Walks

Lesson observation at Langley should always be a collaborative and supportive process, focusing on a specific aspect of teaching and learning. It should not be used to form a judgement on an individual teacher. It can be used to monitor a particular pupil or group of pupils, to develop and share expertise or for coaching. It may be used to collect evidence for appraisal or for inspection. A written lesson plan is not expected or required.

SMT are responsible for lesson observation, but the expectation is that these are also conducted by Heads of Department, coaching partners, ECTs as well as teachers keen to develop their practice. Full lesson observations should always be planned and agreed with the teacher in advance.

Learning walks are also used regularly to gather evidence about specific aspects of provision or delivery, and these can be unannounced. These should be of no more than 15 minutes duration, and observations should be fed back to the teacher in question. (feedback can be digital or verbal).

Feedback should be linked to evidence-based practice and/or the FOAGLL or the ECT standards (where relevant). It should be specifically tailored to support the development and appraisal process of the individual teacher and give rise to further developmental conversation and/or coaching.

Schemes of work

It is the responsibility of the Heads of Department to ensure that schemes of work are detailed, carefully-considered, bespoke to the Langley context and its values, and meet the strategic aims of the school. Schemes of work must be reviewed regularly and stay up-to-date with changes to exam specifications. They should reflect up-to-date research on how pupils learn best in each subject, such that learning builds sequentially over time, ensuring that pupils have the opportunity to revisit previously-learnt material on a regular basis in order to commit it to their long-term memory. Schemes of work must ensure that learning is engaging, and should consider the need to foster a love of the subject as well as promoting excellent pupil progress and scholarly attitudes. Pupils should be taught the most powerful and inspiring knowledge and skills in each subject, alongside being expertly prepared for the ultimate assessments they may be sitting. Please also refer to the Curriculum Policy for further information.

There is no one-size-fits-all proforma for schemes of work at Langley, for the same reasons outlined above with regards to marking policies. However, guidance and support is given to Heads of Department to ensure that in each department, schemes of work meet the required standard. Appendix 4 shows an exemplar proforma for a scheme of work. 'Teach Like a Champion' guidance suggests a scheme of work could include the following:

1. **Timing:** in weeks or hours.
2. **Overview** of the scheme: summary of where the pupils should be at the end of the scheme, key terminology, and skills the scheme is designed to deliver.
3. **Topics:** the content of or skills to be learnt (relate to specification where appropriate).
4. **Objectives:** the basic objectives of learning for each topic.
5. **Activities:** what the teacher will do and what the students will do.
6. **Assessment:** how will the pupils' skill and understanding be regularly and repeatedly tested?
7. **Differentiation/EAL:** Suggested ways to deliver objectives to G&T/EAL/SEN pupils.
8. **Homework:** suggested home-learning that can be used to support the lessons.
9. **Soft Skills** (*Resilience, Independence, Collaboration, Leadership, Thinking and Learning, Reviewing and Improving and Communicating*)
10. **SMSC, learning skills and British Values**

Assessment

This section should be read in conjunction with the document 'Reporting and Recording Procedures'.

In every lesson, teachers assess pupil understanding and respond to the information gained. This ensures that teaching is reactive. The aim is (as often as possible) to assess the learning of all pupils, rather than only assessing the learning of a small minority. The aim is to be able to frequently and swiftly gain an understanding of pupils' understanding, and react to the situation accordingly, rather than waiting until the end of the lesson to assess where the pupils have got to.

A non-exhaustive list of these methods is as follows:

- Cold-call questioning targeted at individual pupils
- 'Think, Pair, Share' style questioning
- Hands-up questioning (this is generally avoided in most cases)
- Mini-whiteboard show-me questioning
- Mini-quizzes and mini-tests
- Multiple-choice questions and 'hinge questions'
- True/false quizzes
- Practice exam questions
- Live-marking in class
- Marking prep
- Exit-tickets

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In addition to the above low-stakes in-class formative assessment strategies, and the marking of classwork and prep, teachers conduct topic-tests and summative assessments to assess pupil learning over time. The frequency and style of these is subject-specific, although in general there is at least once-termly summative assessment in each subject, which informs the ‘Current Assessment Grade’ (see below). In addition, all pupils sit annual summative ‘School Exams’ in June of each year, giving pupils a formal exam-room experience to assess their progress over the year. Teachers record attainment levels according to departmental policies, on departmental data spreadsheets, and input termly data to the whole-school online tracking platform.

Internally assessed coursework and ‘NEA’ work for exam groups is moderated according to the exam-board expectations. In addition, assessments for all year groups are regularly moderated via departmental moderation practices such as blind-marking, comparative judgements, and multiple teachers marking the same assessments to check for consistency. Staff receive regular training on moderation practices, in order to ensure that grades are unbiased (conscious or unconscious) and standardised.

Reporting

On a half-termly basis, teachers assign ‘Attitude to Learning’ grades for both classwork and prep, for every pupil. See Appendix 3 for the grade descriptors. These are shared with pupils, parents, tutors and all teaching staff, and interventions put in place to support those pupils failing to meet the ‘Good’ or ‘Excellent’ standard. Pupils are congratulated for excellence.

On a termly basis, teachers assign ‘Current Assessment Grades’ (‘CAG’s) to all pupils. This reflects the pupil’s performance in their most recent assessment. The grades are assigned from 1 to 9 for all pupils in Year 6 to 11. It is important for parents, pupils and all other stakeholders to understand that, in particular in Year 6, 7 and 8, since the curriculum is not a ‘GCSE – style’ curriculum, these 1 to 9 grades do not reflect GCSE assessment criteria. Rather, as with the GCSEs, a pupil achieving a Grade 1-3 as a ‘CAG’ is demonstrating, to some extent, not having displayed a secure understanding of the basic knowledge and/or skill of the given aspect of the curriculum being assessed at this point. Similarly, a pupil being awarded a ‘CAG’ of Grade 7-9 has demonstrated an above-average understanding or mastery of the assessed material at this point.

In the Sixth Form, ‘Current Assessment Grades’ reflect the A Level (A*-U) (or BTEC) grading system and are reflective of the A Level or BTEC success criteria. In addition, after four weeks in the Sixth Form, lower sixth pupils receive an ‘On/Off Track’ ‘Fourth-Week Assessment’ report (based on an in-class assessment sat during the fourth week of Michaelmas term in each of their subjects) to indicate their suitability and progress at the start of their post-16 courses. Additional interventions are put in place where students are ‘Off Track’ at this point.

All new joiners (other than pupils those joining in Year 11 or Upper Sixth) begin the year by taking a MidYIS baseline assessment test provided by Cambridge ‘CEM’ Assessment (for further

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details please refer to our Curriculum Policy). These tests are used to give a range of predictive outcomes (with given associated probabilities, often referred to as 'chances graphs') for GCSE and A level, utilising a large national dataset. These grades are shared with teachers, along with the most likely grade a pupil would be likely to achieve nationally based on their CEM assessment. The grades are solely predictive flight paths; neither guaranteed nor limiting. They are to be seen by teachers as a 'minimum' to aim towards and should not be seen as a limit to a pupils' aspirations or teacher expectations of a pupil. Further detail can be found online at: <https://www.cem.org/>.

(The following paragraph is taken from our Curriculum Policy): From Year 9 and above, the data from the MidYIS test is input into 'Alps' (see here: <https://alps.education/>). The data from the MidYIS test provides a national benchmark for each pupil in Year 9, 10 and 11, from which Alps 'Minimum Expected Grades' ('MEGs') for all pupils are generated, which are, by design, ambitious for all pupils. Teachers utilise these MEGs in discussions with pupils and parents, as part of a dialogue about each individual pupil's progress and specific areas of development. Clear communication to pupils, staff and parents ensures that pupils do not see their MEGs as limiting in any way. Rather, they give a benchmark with pupils can understand their current Grades in each subject. In the Sixth Form, student MEGs for A Levels and/or BTECs are based on the student's 'average GCSE points score' (taken by averaging the GCSE Grades of the pupil). For students joining the Sixth Form without GCSEs (for example, those who have been following an alternative international curriculum), pupils sit the 'Alis' Baseline Assessment (also provided by CEM), which gives an equivalent set of MEGs.

In addition to the whole-school assessment and reporting procedures, exam year groups sit rigorous and authentic mock exams, as well as additional in-class assessments. The purpose of mock exams is to give pupils, parents and teachers an accurate picture of exactly what grade the pupil is currently at and utilise this to give reliable predicted grades for pupils and parents. In addition, the experience mimics the real exam experience, which ensures that pupils are familiar with the setting of the exam hall, and the rules and regulations adhered to. Mock Results Day mimics the results experience, to ensure that pupils rehearse the emotion of receiving important results and understand the gravitas behind the receiving of the results envelope. This helps to lessen the unknown for pupils in the real exams. Exams Access Arrangements are put in place for the mock exams as per the real exams. The mock exams most importantly inform teacher intervention and bespoke support for pupils during the final months of preparation before the exam. The results of the mock exams are utilised to target teaching to key topics in the run-up to Study Leave and inform the planning of the 'Masterclasses' run during Study Leave.

Teaching and Learning Policy: Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy

SMT

- To provide appropriate support, training and resources for departments and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of on-going developments and the changing needs of the school.

Heads of Department

- To be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy
- To regularly review and adapt schemes of work and lessons, to ensure that they are relevant, engaging, and meet the requirements of the FOAGLL, the needs of the pupils, and the current exam specifications.
- To monitor and evaluate consistent delivery of the policy at team level, through sampling of work, conducting pupil and parent voice surveys, and conducting lesson observations and learning walks
- To work towards the strategic academic objectives of the school (captured in the School Development Plan) via the creation, regular updating of, undertaking and evaluating of their own Department Development Plan
- To provide appropriate support to team members through training, mentoring or coaching.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high-quality learning experiences, according to the direction contained within this document.

Pupils

- To demonstrate an excellent attitude to learning within lessons to enable staff to implement the policy effectively
- To capitalise on the learning experience outside the classroom by demonstrating an excellent attitude to learning beyond the classroom and in prep tasks.

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Appendix 1: Features of a Great Langley Lesson (FOAGLL)

Features of a Great Langley Lesson

1. Before the lesson: organise and plan. <i>This ensures each lesson has a clear purpose and every minute of lesson time is made best use of.</i>
<ul style="list-style-type: none">Consider how the lesson fits into the bigger picture of the curriculum for the week, unit, term, and year. Consider what the purpose of the lesson is and how this cumulatively builds knowledge and skills. Consider how you will develop pupils' curiosity, confidence, integrity, and kindness, and how you can promote DEI via your planning. Consider whether links can be made to careers.Ensure you have a clear understanding of exactly what prior knowledge is required for pupils to access the learning and how you will break down the learning into its constituent 'atoms'.Pre-prepare your models and choice of questions (this is likely to include exam-style questions in older year groups).Plan for what pupils will be thinking about at each part of the lesson, not just what they will be <i>doing</i>. Pupils remember what they think about. Learning (and ultimately memory) is the 'residue of thought'.Ensure all lesson resources are ready in advance, including adaptations for pupils' individual needs (inc. those with SEND and EAL).Plan to utilise technology where advantageous, to enhance and augment the learning process for pupils, and support you as a teacher.Ensure the classroom is safe, tidy, and ordered. Classroom displays should be relevant and reflect your high expectations.Ensure you know your seating plan and the rationale behind it. Is there a meaningful opportunity to make use of the outdoors?
2. Follow the Langley lesson beginning protocol (minutes 1-5). <i>This ensures pupils arrive ready to learn and engage in daily retrieval practice to embed learning over time.</i>
<ul style="list-style-type: none">Pupils line up quietly, correctly dressed, and ready to enter. Be proactive as the teacher in ensuring this occurs, speaking to individuals.Teacher meets and greets pupils at the door.Pupils enter, bags out of the way, equipment on desk, coats off.Pupils stand, quietly, behind chairs and sit when invited. <i>This is according to a seating plan designed by the teacher.</i>Pupils engage in 'do now' activity whilst teacher registers class.'Do now' task needs to focus on retrieval practice from a previous lesson in the same topic or a previous topic.
3. Teach for sustained progress (the below is based on a philosophy of 'High Challenge, High Support', the pedagogical model of Rosenshine's 'Principles of Instruction' and Tom Sherrington's work on the 'Mechanisms of Learning'). <i>Pupils enjoy lessons when they feel they are making rapid progress. Plan for this. The below is an exemplification.</i>
<ul style="list-style-type: none">Explicitly share the key learning objective for the lesson and how this fits into the big picture. It should be ambitious for all pupils.Activate and assess necessary prior knowledge and vocabulary. Address any crucial gaps before moving on.'I do': Teacher models new learning. Make the implicit explicit: ("I am doing this because...", "I know this because...", "I am not doing this because...", "I choose to do it like this so that..."). This may include use of the visualiser or a demonstration.'We do': Further modelling, with teacher cold-calling individuals to assess understanding of the process. Make use of 'hinge questions' to aid metacognition: ("What would happen if instead...?", "Would anything change if...?", "Why would I/would I not do this...?")'You do': Independent practice. Give pupils an opportunity to practice each step independently, after each new piece of learning. Circulate the classroom/workspace during this phase, to prompt and support or intervene with individual pupils.Assess the understanding of all learners (for example via self/peer-assessment with solutions and sharing their score, a low-stakes quiz, or verbal questioning from the teacher). Use this knowledge to intervene and inform the next steps. Veer from the plan if needed.Feedback and reflection: ensure all pupils have feedback at each stage of the learning process so that misconceptions can be addressed.Plenaries: ensure that pupils have reflected on their learning and are able to articulate what they have learnt in their own words.
4. Keep expectations of all pupils high. <i>Involve all pupils. No opt-out. Demonstrate clarity and consistency as the teacher. Praise publicly, sanction privately.</i>
<ul style="list-style-type: none">Ensure 100% participation. Use whole-class AFL strategies to support with this (such as mini-whiteboards, show-me multi-choice voting, cold-calling, 'Think, Pair, Share', online voting/quiz tools). Avoid over-use of 'hands-up'.Ensure all learners' needs are met: all pupils must feel challenged and supported to make rapid progress. Pitch the lesson to the highest level, then scaffold to support. Intervene where necessary, including stretching and challenge those who demonstrate proficiency.Utilise the Langley Behaviour Policy: motivate pupils with praise and narrate the positive ("Thank you to everyone who has already..." etc). Address low-level disruption privately and calmly. If issues persist, escalate sanctions and if necessary remove the pupil from the lesson (they should be sent to the HoD's classroom or office). Do not allow a pupil to derail the lesson.Set meaningful and challenging prep according to the whole-school schedule. Ensure all pupils understand the task, the due date and will be able to access this. Ensure this is followed-up: reward excellent work, sanction missing prep, and give meaningful feedback.
5. Follow the Langley lesson ending protocol (2 minutes before the bell). <i>This ensures a calm end to the lesson and supports the teacher teaching the class next.</i>
<ul style="list-style-type: none">Pupils pack away and hand in work. <i>Ensure the pupils leave the learning space tidy. Pupils stand in silence behind desks.</i>Teacher checks uniform and conducts a quick check of understanding (exit ticket/ thumbs up/ quick quiz question/ lollipop questions etc)/ praise for specific pupil responses.Orderly dismissal (end and send) on the bell.

¹ Willingham, Daniel, T: Why don't students like school? 2009

² Myatt, Mary: High Challenge, Low Threat. 2016

³ Rosenshine, B: Principles of Instruction. 2010

⁴ Sherrington T: 'TeacherHead' blog @TeacherHead. 2023

⁵ Sherrington T: Cold Calling: The #1 Strategy for Inclusive Classrooms. 2021

Appendix 2: The Department for Education Teachers' Standards (Updated most recently in December 2021)

It is expected that all teachers will meet the Department for Education Teachers' Standards in terms of both Part One (Teaching) and Part Two (Personal and professional conduct). Below is the *preamble* followed by the eight key points from part one. Teachers should be familiar with and are expected to comply with the entirety of the standards, which are accessible here: [Teachers' Standards guidance](#)

Preamble:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations, which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Appendix 3: 'Attitude to Learning' Grade Descriptors

Attitude to Learning

The below detail is designed to ensure that teachers are consistent with use of the Attitude to Learning grades they assign to pupils and students. The detail is also intended to be shared with pupils, students and parents and guardians, to ensure complete clarity when reports are read.

Descriptor	Classwork	Prep
Excellent	<ul style="list-style-type: none"> • Always fully focused on learning.* • An excellent attitude to learning. • Curious to extend understanding. Seeks out opportunities to go above and beyond. • Demonstrates skills of an independent learner where applicable. • Keen to support others. Helpful in class. • Never distracts others or disrupts learning. • Always on time to class. • Usually excellently equipped for learning (all equipment including device). 	<ul style="list-style-type: none"> • All prep set during the term has been completed to at least a good standard. • Most prep has been completed to an excellent standard, showing exceptional effort on most or all prep. • No late or missing prep all term.** • Any prep set during an absence has been caught up on.
Good	<ul style="list-style-type: none"> • Frequently fully focused on learning.* • A good attitude to learning. • Aims to be an independent learner where possible. Takes responsibility for learning. • Never distracts others or disrupts learning. • Always on time to class. • Mostly well-equipped for learning (all equipment including device). 	<ul style="list-style-type: none"> • Most prep has been completed to a good standard. • An occasional 'adequate' or 'excellent' prep. • No missing prep all term.** • At most one late submission all term.
Adequate	<ul style="list-style-type: none"> • Generally focused on learning.* • Sometimes needs teacher intervention to refocus on the learning. • Occasionally distracts others. • Removed from class at most once this term. • At most late to class twice this term. • Sometimes missing equipment/books/device/charged. 	<ul style="list-style-type: none"> • Most prep has been completed to an adequate standard. • At most one unsatisfactory prep. • At most one missing prep this term.** • At most two late preps this term. <p><i>N.B: If a pupil has any missing preps, they cannot attain 'Good' or 'Excellent' for their prep grade.</i></p>
Unsatisfactory	<ul style="list-style-type: none"> • Mostly not well-focused on learning .* • Regularly needs teacher intervention to refocus. • Removed from class more than once this term. • Three or more late to class this term. • Often missing equipment/books/device/charged. 	<ul style="list-style-type: none"> • Most completed prep is done to an unsatisfactory standard. • Two or more missing preps this term.** • Three or more late preps this term. <p><i>N.B: If any of the red statements apply, a pupil will receive an 'Unsatisfactory' grade.</i></p>

* This is after taking into consideration the SEND needs of a pupil/student.

** This does not include preps missing due to pupil or student absence when they are set, although teachers will strongly encourage pupils to catch up on any missed preps. From Year 10, the expectation is that pupils will certainly endeavour to catch up on missed preps, due to them being an integral part of the exam preparation cycle.

Appendix 4: Exemplar Scheme of Work Proforma

Week / lesson number / timings	Key questions and learning objectives: (Knowledge and skills?)	Learning Activities: (What the teacher will do and what the children will do)	Learning Outcomes: (What the children should be able to know and do)	Resources	Possible prep ideas	Differentiation for individual SEND and EAL needs? Stretch and challenge? Additional support?	Assessment:
	Objectives are statements of what you are setting out to teach, although expressed as if the students were going to learn it	This should contain teaching activates that could be used to deliver the learning objectives, which can be used and adapted by the teacher for their individual group's needs.	Outcomes are statements of what you might assess.	This should contain teaching activities that could be used to deliver the learning objectives, which can be used and adapted by the teacher for their individual group's needs.	Opportunities for home-learning, where it is available, e.g. shared area on server, textbooks etc.	Potential ways in which this learning can be best delivered to EAL students, and how the learning can be adapted to the needs of SEND pupils.	This could be in various formats, prep, classwork, test/exam or the teacher judgment.

Policy author: Charlotte Pincher, Deputy Head Academic

Date: Michaelmas 2025

Review date: Michaelmas 2026

Appendix 5: Suggested Approaches to Teaching EAL pupils

- Carry out some basic research into the cultural and personal backgrounds of the EAL pupils in your classes.
- Whenever possible consult with the pupil's EAL teacher who may be able to assist with preparing vocabulary through the department's CLIL (Content and Language Integrated Learning) programme.
- Ensure that these pupils are comfortable in the classroom. Have them seated in front of you so that they can easily access pictures and texts and where it is easier for you to make regular eye contact with them.
- Ensure that you start each lesson by explaining the key vocabulary being used. Aim to provide your EAL pupils with a visual version of the glossary of terms to put into their books.
- As far as possible, allow each EAL pupil to sit next to a reliable pupil who can act as a translator.
- Identify any cultural content that may be unfamiliar to your EAL pupils and be prepared to explain this, perhaps drawing parallels with other cultures.
- Repeat and summarise instructions and requests but be very careful not to vary your language too much when you repeat yourself as this might result in the pupil spending unnecessary time working out if there are any differences between the two messages.
- Moderate your speed of delivery to meet the needs of these pupils.
- Wherever possible give practical demonstrations to your EAL pupils. Supporting your words with actions is a highly effective way of conveying a message to them. However, you do need to be highly sensitive to the fact that body language and gestures vary in meaning between cultures. In many cultures children are taught to avoid making eye contact with their elders.
- If you are a teacher of English, use dual textbooks where possible.
- If there is a bilingual teacher in the school who can help you, get them to produce worksheets in the pupil's own language.
- Do not over-correct the mistakes of your EAL pupils as this will soon cause them to become demotivated. Have a specific focus when assessing pupils' work and when setting targets.
- Encourage risk-taking within a safe and secure environment. Create a can-do culture within the classroom and have high expectations of your EAL pupils. Expect them to succeed.
- When providing work for EAL pupils make sure that you differentiate. For example, single-word answers are acceptable from a pupil who is new to English but, with increasing experience, pupils must be encouraged to expand their answers and use full sentences.
- Find opportunities to use role play and drama.
- Make use of writing frames but only if pupils have had the opportunity to talk through their work prior to the written task.

Appendix 6: Suggested Approaches to Teaching Pupils with SEND

The Classroom:

- Displays on wall – reference or pupils' work (this can be distracting for some autistic children who prefer a feature/stimulation free environment)
- Grade levels/GCSE criteria on display
- Key words available
- Use of colour
- Familiarity with environment and location of equipment
- Seating plan. Many SEND children like stability and dislike change.

What makes a good worksheet for a pupil with SEND?

- Choose a suitable font (look at the letters a and e) – e.g. comic sans
- Large font size – 14-16pt for weaker pupils
- Short sentences
- Simplify language but keep academic terminology
- Use symbols or pictures
- Leave space to fill in answers, perhaps by double spacing.

Possible strategies to use in class

- Think multiple modes of delivering content. Use sound, clips, etc. where relevant.
- Use of ICT and 1-to-1 devices to support and simplify tasks where appropriate.
- Work with words – key words, word walls, definitions,
- Break instructions down into simple steps
- Writing frames (Scaffolds) – giving a set of headings which students can flesh out with their own writing, or begin each paragraph so the pupil can finish them
- Closed activities – fill in the gaps/missing words
- Paired work – facilitate paired work with a more able pupil

Use of teaching assistants

- It is important how TAs are deployed.
- If a TA is not assigned to a pupil consider who TAs work with; can they support a group of pupils instead? Could they help run a carousel of activities?
- Is there scope to plan with the TA?
- Consider use of the Teaching Assistant's toolkit (free download).

Useful tips – Don'ts

- Don't get TAs to do pupils' work for them. Revision guides remove the need to have an excellent set of notes.
- Don't expect pupils to copy – pupils with poor literacy skills learn nothing from copying, it is a total waste of time.
- Don't isolate pupils within the group – social interaction and group-work benefit all pupils
- Don't feel every pupil has to do the same work. It's the learning objective that will be the same, not the activity.

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