

The City of Leicester College



Teaching & Learning Policy

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Chair of Governors:	<i>M Tas</i>	

Statement of Intent

At TCOLC, we have ambition for all our students and that is reflected by the quality of teaching they receive daily. Our students deserve consistently effective teaching and learning experiences in every lesson, in every subject, so that they achieve to the best of their abilities. To support a consistent approach towards teaching and learning, our teachers use the 5-phase learning model, based on 'Rosenshine's Principles of Direct Instruction', to structure student learning. We expect all staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning.

Students of all ability levels will be given learning to achieve their full potential. Our purpose is to create a learning environment that promotes ambition for all. We strive not to simply teach knowledge but to empower our students by teaching them how to learn and actively encourage and reward ambitious learning behaviours.

Aims:

- Improve the quality of teaching and learning, so that it is both ambitious and effective across all areas of the college and all key stages
- To increase staff knowledge and use of our learning focus (curious and language rich classrooms)
- To ensure that teachers are proactively using knowledge about their students' key learning needs (SEN, EAL, HA) to ensure all students are appropriately challenged and adaptations made where necessary
- To reduce passivity and increase active and ambitious learning within the classroom so that our students exhibit good learning behaviours
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency

Objectives of policy

This policy exists to clarify what we see as best practice and the expectations the school has for teachers and students to ensure that ALL students are challenged in every lesson to enable them to exhibit active and ambitious learning.

Roles and Responsibilities:

As a minimum expectation teachers will:

- support and challenge all students to be active and ambitious learners
- expect high levels of active participation from all students
- provide opportunities and guidance to develop literacy and numeracy
- provide high quality feedback
- be reflective practitioners who respond to self-review
- develop a range of teaching and learning styles to create an exciting and creative learning environment

- listen to students' views and be open to their opinions
- provide high quality remote education where necessary
- use data to inform planning that challenges all students
- interpret support plans and implement strategies to ensure the needs are being met for SEN students
- ensure EAL students are supported effectively using a range of strategies, including their support plans, to allow them access to the learning

In order to meet these expectations teachers will:

- Ensure the Big Question leads the lesson's planning, learning and progress
- Structure the lesson based around the 5 phases of learning
- Plan a variety of learning activities based on the individual needs of the students
- Use resources, including ICT, carefully to enhance learning
- Employ a variety of active questioning techniques (including the use of SOLO taxonomy, cold calling and 'Say It Again Better') and, where possible, questions should be pre-considered
- Teach to the top and provide a variety of scaffolding strategies to ensure all students can access the work
- Adapt resources to meet the needs of students within a given class
- Use a range of strategies to adapt teaching within the moment to ensure all students can access the learning
- Have an in-depth knowledge and understanding of the scheme of work/exam specification they are teaching.
- Plan a variety of individual, small group and whole class activities
- Use positive behaviour for learning strategies with a classroom ethos of praise and encouragement. Appropriate department and school policies should be followed for behaviour management.

(Please refer to the **Teaching and Learning Expectations** booklet)

Assessment and Marking:

- Teachers assess students work regularly, according to the college's feedback policy
- Teachers analyse assessments and use tracking data to inform their teaching
- Teachers use data and performance assessment criteria to inform students, parents and other staff of student progress

(see TCOLC **Assessment Policy** for further detail)

Students will be:

- Fully prepared, on time and equipped to face all learning challenges
- Completes independent work and homework
- Actively seek out feedback and uplevel work

- Takes lesson content further and show initiative
- Offer new ideas
- Take control of their own learning
- Always willing to discuss and answer questions
- Ask relevant, thought-provoking questions
- Support the learning of others

Tracking Student Progress:

All staff have the responsibility to assess each student's achievement regularly and accurately, which is reported to parents termly. All teachers will use Class Charts to identify students in their class in need of additional support, including vulnerable groups such as disadvantaged students, SEND students and the most able and use this to inform planning.

All subject leaders and pastoral leaders have the responsibility to monitor data across their department or year group to identify individuals or groups who are making less progress than expected and to intervene where necessary to ensure students are given the tools to become active and ambitious learners.

The Evaluation and Improvement Cycle

Aims:

To create a consolidated, supportive and valued evaluation and improvement cycle that creates reflective and confident teachers and improved outcomes for students.

At TCOLC, through our evaluation and improvement process, we want to foster a culture where staff talk about teaching and learning and where:

- we are responsive to self-review findings (individual, departmental and whole college)
- everyone is involved in and values self-review
- teachers are keen to improve their own teaching
- CPD meets the needs of our staff and is valued by all
- good practice is recognised and celebrated

“Ideally a QA process is supportive and developmental for most people without feeling oppressive or overly bureaucratic.

Nobody wants to feel that they are being checked up on the whole time but everyone expects weak practice to be tackled.”

Tom Sherrington



Evaluation and Planning.

At the beginning of the year, SLT, staff and Heads of department will use qualitative and quantitative data to evaluate the progress for the school, for departments and their own practice. This is then used to inform the College Improvement Plan, which feeds into the Team Improvement Plan which informs the appraisal targets.

Self-review

There will be two self-review opportunities, one in the Autumn term and one in the Spring term. These four weeks will allow Heads of Department to evaluate the current progress towards their TIP priorities and provide information about next steps.

- There will not be a fixed timetable of self-review actions, instead HODs will be given a blank self-review calendar to fill in with their SLT Line Manager to ensure that the HODs have autonomy over deciding how and when tools are used within each department.
- There is no suggestion that you can only complete self-review actions within the four-week window. However, leaders are asked to be mindful that we do not want teachers to feel that they are constantly being monitored.
- This is a supportive and developmental process designed to improve the quality of teaching and learning. It will be effective therefore to involve other members of the department in the self-review actions.
- It is also important that the review process is transparent, that teachers know when self-review actions will be and what the focus will be - this is not about catching teachers out.
- At the end of the review process, we should be confident in our findings and how to move forward.

- At the end of the process, the TIP should be updated and the following questions should be considered: What are the new priorities? What are the new actions?

Lesson Observations

In addition to this self-review cycle every teacher is entitled to a developmental lesson observation, which must take place at least once in each appraisal cycle. This observation is about the teacher and the feedback that they receive. The whole process should allow them to reflect upon and improve the quality of their teaching.

The guidance for this observation is:

- There must be 5 days' notice
- There must be a rationale as to why that group / class was chosen by the teacher to be observed, rooted in teacher development
- There must be an agreed improvement focus
- Feedback needs to be developmental
- Verbal feedback is given within 24 hours, written feedback within 5 working days

BlueSky

To ensure consistency, ease of use and effective analysis of the findings, review activities will be recorded on BlueSky. This is set up for both individual and whole department recording of feedback. Learning walks, work scrutiny and lesson observations will be recorded. Individual verbal feedback can be given where appropriate.

Continuous Professional Development

At TCOLC we value our staff and their professional development. We invest in our staff by ensuring our professional learning programme is engaging and tailored to meet the needs of the college, specialist curriculum area and the individual. We want our teachers to be resourceful professionals, who have a sound and keen pedagogical knowledge and who draw upon and share their best practice to plan to meet the personalised needs of all students. **In 2025 – 2026, all teachers will attend whole school, curriculum and inquiry question sessions (unless part time).**

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss learning and teaching in Department Development time in order to share good practice

- As part of their CPD and appraisal, teachers will create an inquiry question based on an area of their own professional practice. Throughout the year a teacher will research, implement and evaluate this aspect of their pedagogy.

Implementation of policy

The implementation of this policy is supported by the following frameworks and documents:

- Professional standards for teachers – DFE
- Teaching and Learning Strategy
- Appraisal policy
- Continued professional development policy
- Lesson expectations
- Assessment and Feedback Policy
- Remote Learning Policy

The Governors are responsible, in consultation with College Leadership Team, for establishing the policy for the promotion of high-quality lessons and for reviewing it at the appointed review date.

The Quality of Education team (DHT and three AHTs) are responsible for leading the development of teaching and learning across the school.

The School Leadership Team is responsible for the implementation and day-to-day management of the policy and procedures. They will monitor the quality of teaching and learning whole school and offer support and training to maintain high standards.

Middle Leaders are responsible for ensuring the curriculum meets learner needs, standard operating procedures are implemented across the department, monitoring and evaluating the quality of teaching and learning, providing support and training to develop teaching and learning across their department, and tracking the progress of students.

All teaching staff are responsible for adhering to the Teacher Standards and for applying the college's teaching and learning policy and procedures to provide high quality learning experiences for all students.

Evaluation and development of policy

The policy will be developed through consultation with staff, students and governors.