



TEACHING & LEARNING POLICY

Policy Approval Date: June 2026

Review Cycle: Annual

Next Review Date: June 2027

General Statement

At Saint Andrews International High School (SAIntS), we are committed to a culture where **excellent teaching is the norm**. Teaching and learning is underpinned by The SAIntS Way, which reflects our shared approach to high-quality, research-informed classroom practice.

All teachers are expected to deliver consistently strong teaching aligned with the UK Teaching Standards, supported by ongoing professional development, collaboration, and reflective practice.

Teaching quality is supported and assured through a structured programme of learning walks, departmental and whole school review processes, and professional dialogue, led by SLT and Heads of Department (HoDs).

Rationale

At SAIntS, we believe that high-quality teaching is the most significant driver of student success. We are committed to developing a culture where professional learning is continuous, collaborative, and rooted in evidence-informed practice.

Our approach prioritises:

- Shared pedagogical principles through *The SAIntS Way*
- High expectations for all learners
- A balance between whole-school consistency and subject autonomy

This policy provides a framework that supports staff in refining their practice while ensuring that all students experience engaging, inclusive, and effective learning. In addition our teaching should reflect the values and vision of the school.

Aims & Objectives

- To ensure that excellent teaching is consistently delivered across the school
- To embed The SAIntS Way as the foundation for classroom practice
- To support all teachers in meeting and exceeding the UK Teaching Standards
- To provide inclusive teaching that removes barriers to learning for all students
- To promote evidence-informed teaching, including Rosenshine's Principles
- To maintain a coherent, whole-school approach to Teaching & Learning, while respecting subject-specific pedagogy
- To develop a culture of professional reflection, collaboration, and continuous improvement

Staff Link(Role): DHT

Procedures and Staff Responsibilities

1. Teaching and Learning Framework

All teaching at SAIntS is guided by The SAIntS Way, which reflect our agreed principles of effective teaching, including the application of Rosenshine's Principles of Instruction. Staff are expected to apply these principles consistently, adapting them appropriately to their subject content and the needs of learners.

2. Quality Assurance and Professional Development:

SAIntS operates a developmental, low-stakes approach to quality assurance. There are no graded lesson observations. Instead, the focus is on continuous professional growth.

Learning Walks and Pop-ins

- SLT and HoDs conduct regular learning walks focused on agreed whole-school and departmental priorities.
- All teaching staff are expected to engage in approximately 5–6 pop-ins per year, both within and beyond their department.
- Pop-ins are developmental and should:
 - » Focus on a specific aspect of teaching and learning
 - » Be followed by brief, constructive feedback
 - » Support professional dialogue and sharing of best practice
- Pop-ins and learning walks can contribute towards appraisal evidence where it is expected staff reflect on evidence collected.

3. Departmental Quality Assurance:

- HoDs are responsible for leading Teaching & Learning within their departments.
- Each department maintains a departmental tracker, which replaces previous termly T&L reports. These trackers should include:
 - » Reflections on teaching strategies and student outcomes
 - » Evidence from learning walks and pop-ins
 - » Evidence from work scrutinies
 - » Impact of interventions
 - » CPD focus and evaluation
 - » Identification of strengths and areas for development

4. Department Meetings:

Department meetings are a key driver of Teaching and Learning and must:

- Focus on improving teaching practice and student outcomes
- Support the implementation of The SAIntS Way and The SAIntS Digital Way
- Include structured opportunities for:
 - » Sharing best practice
 - » Reviewing assessment and student progress
 - » Moderation and standardisation of work
 - » Collaborative planning and professional development

5. Assessment Feedback and Marking:

- Assessment, feedback, and marking are guided by the Assessment, Feedback and Marking Policy and must be implemented consistently across departments.
- Departments retain subject-specific approaches, within the framework of whole-school expectations.
- Moderation and standardisation are essential to ensure consistency and accuracy in assessment.

Students should be given appropriate time and opportunity to act on feedback as part of the learning process.

6. Use of Digital Learning:

All staff must contribute towards the development of the SAIntS Digital Campus by:

- Maintaining a Microsoft Teams Classroom for each teaching group
- Engage in embedding the SAIntS Digital Way
 - » 24/7 fully resources digital classrooms
 - » Interactive digital learning in classrooms
 - » All assignments set through Teams

7. Interventions:

- Teachers must identify and support students requiring additional intervention.
- Departments should track interventions through departmental systems and review their effectiveness regularly.
- Interventions should be clearly linked to improving student outcomes

8. Continuous Professional Development (CPD)

Professional development is central to improving teaching and learning:

- Teachers Staff are expected to complete 35 hours of CPD annually (21 hours for TA's)
- CPD should align with:
 - » School priorities
 - » Department priorities
 - » Individual appraisal targets
- Staff are encouraged to contribute to whole school CPD and share effective practice.
- Staff will have access to CPD via:
 - » INSET days
 - » Educare (mandatory units)
 - » Weekly CPD bulletin (via Padlet)
 - » In house training including optional CPD sessions, as well as peer collaboration meetings
 - » Department meetings
 - » External CPD – staff must complete the CPD application form, seek approval form Line Manager and then submitted to Deputy Headteacher for final approval.

9. Alignment with Staff Handbook

There are additional operational expectations detailed in the Staff Handbook which must be followed consistently