# Teaching and Learning Procedures

## Teaching and Learning at Bingley Grammar School

The delivery of a high quality teaching and learning provision is the core purpose of Bingley Grammar School. It is recognised that the practice in the individual classroom and lesson is the engine room that drives pupil achievement and progress. At Bingley Grammar School we strive to ensure that all students experience lessons that enthuse, engage and that students acquire the skills, knowledge and understanding that enable them to be successful in both their time at the school and beyond.

The purpose of these procedures is to outline the school's philosophy and to enable staff, students and parents/carers to develop an understanding of the approaches and expectations that surround every lesson. There is also the recognition that teaching and learning encompasses a large number of the wider professional responsibilities that are undertaken through intervention, small group support and one to one tuition.

## Aim

The aim of these procedures is to enable all stakeholders to understand the ethos, values and expectations of the school and to strive to ensure that they are embedded into our daily practice and impact directly upon student achievement, learning and progress.

## Principles

- All our lessons should allow students to make measurable progress: by then end of each lesson they should know more or be able to do more
- All staff should be striving to plan and deliver the best possible lessons
- All our lessons should be following the relevant long-term and medium-term plans and should be part of the overall learning journey for the subject
- All our lessons should secure learning and progress for of all our students irrespective of their needs and abilities, taking their different starting points into account
- All our teachers should have high expectations of all our students
- Our teaching should generate high levels of engagement and enthusiasm among our students
- Our teachers should ensure there is a high level of challenge for all our students through the use of meaningful and challenging learning intentions, pitching their lesson to an appropriately high level and providing scaffolding and support for students to achieve these ambitious goals

- All lessons should start with clear learning intentions, most important knowledge for the topic being covered and information about where the lesson fits into the students' learning journey
- Our teachers will use highly effective formative assessment practices to ensure that our teaching meets the needs of all individuals, building on prior knowledge and skills and addressing any gaps or misconceptions in these areas
- Our teachers will use all available opportunities to recall, revisit and recap prior learning as part of their teaching practices

**Bingley Grammar School routines**

At Bingley Grammar School we will provide our learners with a consistent experience in our classrooms. This covers the following:

- **Meet and Greet**
  We will be on time to meet students, remind them of our expectations and make them feel settled and welcome (it is understood that this may not be possible for staff teaching in different classrooms across the school).

- **Entry**
  Students will enter the classroom in silence, sit in their designated seat and get their lesson equipment out.

- **Seating Plans**
  We will make use of seating plans through the use of Arbor and grouping arrangements to ensure that our classrooms promote cohesion and provide opportunities for planned differentiated activities. Disadvantaged (PP) students will be identified and teachers are expected to utilise 'premier seating' where these students are sat in an optimum position within the classroom. Seating plans will also be used to meet the needs of students with SEN(D).

- **Entry Activity**
  We will ensure that there is a meaningful entry activity for students to engage them in their learning as soon as the lessons starts.

- **Learning Intentions**
  We will share clear, meaningful and challenging learning intentions with students. These will be tied into the subject's medium term and long-term plans at all key stages and will have a link to examination criteria at KS4/5. These will be referred to throughout the lesson to ensure that progress is demonstrated and measured throughout the lesson.

- **Most Important Knowledge and where it fits in**
  All lessons will have information about the most important knowledge for the topic and where the lesson fits into the students' learning journey.

- **Pride and Presentation**
  All our students are expected to achieve the highest possible standards of presentation in their work and to have pride in their work. Students should write in black or blue pen and use pencils for diagrams. Poor presentation will be challenged. All work must be dated and underlined on the left of the page and titles must be in the centre of the page and underlined.

- **Shared learning language and approaches**
  In order to have a consistent approach and to reduce cognitive overload for students we will use the following language and approaches within lessons:

  (a) **Use of countdown**
  When the class is transitioning between activities or lesson stages, a countdown will be used to signal this to the students.

  (b) **One Voice**
  When a class is being asked for silence or a reminder is needed for attention.

- **Checking Progress during lessons**
  We will build in opportunities to check the progress that students are making against the learning objectives and success criteria. This will include formative assessment methods such as directed and targeted questions, cold calling, use of mini whiteboards, discussion activities, completion of examination questions, self and peer assessment and summary work.

- **Ending the lesson**

  We will end the lesson with all students in a calm and orderly manner. Students should stand behind their seats in silence. Classes should be dismissed in a controlled way, usually by row or groups of tables. We will thank the students for their work and dismiss them in an orderly fashion. We will wish them a good day/evening/weekend as appropriate.

**Effective Classroom Practice**

At Bingley Grammar School we believe that there is a need for a balance between what needs to be completed in lessons whilst giving teachers the professional agency to plan and deliver lessons that best meet the needs of the students in their classes. As classroom teachers we must:

- Plan our lessons by identifying the learning objectives from the curriculum documentation available (this could include LTP, MTP, specifications, mark schemes, level descriptors, PLCs etc.)
- Plan lessons that tie into the appropriate long-term and medium-term plans
- Use learning intentions, which must be identified as the knowledge, understanding and skills that students will have gained by the end of the lesson. These intentions must be challenging and ensure that our students are making progress from their respective starting points
- Revisit prior learning and check the existing knowledge that students have through recap and recall activities
- Begin our lessons with an entry activity
- Utilise effective learning explanations and activities that are designed to meet these learning objectives and success criteria
- Use a range of questioning approaches to check understanding, promote engagement, support students and challenge students. This includes but is not limited to hands up questioning, targeted questioning, open questioning and cold calling questioning
- Adjust the tasks that students undertake to ensure that there is appropriate stretch and challenge and that where required appropriate scaffolding is used to provide an opportunity for success
- Regularly check that students are making progress (using formative assessment techniques such as mini-plenaries, hinge questions etc.) and then adjust their teaching to meet the needs of students within the classroom
- Make use of PLCs and checklists to ensure students understand what is being covered and what they need to know

As teachers, we must ensure that students are undertaking activities within lessons which enable us to provide detailed feedback about their learning. This should allow students to understand where they are with their learning, where they need to go with their learning and how to progress in their learning. Effective verbal feedback will be a feature of all lessons but written feedback is to be provided on meaningful pieces of work as per subject and school guidelines using THINK PINK. Students should then be expected to act on this written feedback during a period of reflection time in a subsequent lesson. This is designed to enable students to act upon the feedback provided and to signal the progress and improvements that they have made through

the use of GO GREEN. The GO GREEN should be checked when the books are next checked.

These are core practices that all our teachers are expected to demonstrate within their teaching. However, beyond this, staff are free to adopt teaching and learning practices that they believe will benefit our students and meet the needs of their classes. All staff must demonstrate, however, that these practices ensure students make the best possible progress. This is monitored through the school's quality assurance procedures including the use of pre-arranged lesson observations, drop-ins, work scrutiny, student voice and evaluation of students' progress and outcomes.

**Monitoring and Evaluation**

At Bingley Grammar School we will monitor and evaluate the quality of teaching and learning as an ongoing process. This will include:

- A monitoring and evaluation Quality Assurance cycle followed by senior and middle leaders including learning walks, developmental lesson observations, drop ins, work scrutiny and student voice
- This Quality Assurance cycle will be used to measure the typicality of provision across the school and to ensure that standards remain high
- Staff performance will be monitored by looking at individual, faculty and whole school performance. Data is gathered on individual staff and subject performance is looked at based on quality assurance activities.
- Quality Assurance feedback is shared with the staff involved and used by middle and senior leaders to identify improvement needs and provide support as needed
- There will be regular quality assurance of senior and middle leaders' observation judgements through paired observations within school and with external consultants
- Where concerns are identified, appropriate support and monitoring will be put in place
- At Bingley Grammar School, quality assurance is a process that seeks to recognise effective practice and support where concerns are identified

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**Continuing Professional Development**

The information gathered through the school's monitoring and evaluation systems is to be used to identify training needs for individual, faculties, subjects and the whole staff. The CPD opportunities that exist for staff include:

- CPD Wednesday activities as part of a teacher's directed time
- Teaching & Learning CPD as part of CPD Wednesday sessions
- Coaching opportunities

- Collaborative CPD (during CPD Wednesday sessions)
- Professional qualifications such as NPQs
- Cover where possible for staff to observe each other for developmental purposes
- External CPD as appropriate with priority being given to CPD provided by examination boards

**Associated Documentation:**

1. Appraisal Policy
2. Assessment Procedures
3. CPD Procedures
4. QA Procedures

These procedures have been subject to a workload impact assessment.

*Originator: ASD*
*Reviewed: November 2026*
*Next review: November 2027*

**Appendix 1**

**Bingley Grammar School Workload Impact Assessment**

Date: 22/11/2026

Name of Policy: Teaching and Learning Procedures

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| 1. | Is the policy/procedures new or existing? | Existing |
| 2. | Which staff does the policy affect? | Teachers |
| 3. | Where has this policy originated from? | It is a review of existing procedures |
| 4. | What is this policy designed to achieve? | To provide teaching staff with clear guidance as to the systems and approaches followed in school both in the delivery of lessons and how teaching and learning quality is monitored |
| 5. | Is this policy relevant? | Yes- to ensure consistency and transparency of approach and procedures |
| 6. | Is the policy compliant with the relevant Terms and Conditions Document (STPCD/SNCT Handbook/contract of employment etc?) | Yes<br>50.2/50.3/50.9/50.13/51.7 |
| 7. | Does this policy comply with recommendations of the Independent Teacher Workload Review Group (TWRG)? | Yes- summary point 21/22<br>Teachers:<br>• Seek to develop a range of assessment techniques to support their pedagogy. |
| 8. | Does this policy duplicate work? If so, can the work that this policy is duplicating be replaced with this policy? | No |
| 9. | Does this policy increase workload? | No |
| 10. | Approximately, how many hours per week of work will this policy generate? Can some other task be reduced or eliminated? | Falls under planning and preparation of lessons and does not create additional work |
| 11. | Does this policy result in additional meetings? | No |
| 12. | When will the work in this policy be expected to be undertaken? Is this in directed/working time? | PPA and CPD time |
| 13. | Which staff will the policy be piloted on? | n/a existing procedures that have been updated |
| 14. | How long will the pilot last for? | n/a |
| 15. | How will the pilot be assessed? | n/a |

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| 16. | Does the pilot show any recommendations to be considered before it is implemented? | n/a |
| 17. | Does the pilot reveal that extra workload is generated? | n/a |
| 18. | Does staff voice reveal that extra workload is generated? | No |
| 19. | Is staff CPD needed? | Ongoing CPD |
| 20. | How will the staff CPD be accommodated within directed/ working time? | (a)Training Days 2025-26<br>(b) CPDW directed time |
| 21. | What resources are needed for the policy to be implemented? | None identified |
| 22. | Date of policy review: | November 2027 |