TEACHING AND LEARNING POLICY
Senior School

School update	
Responsible for review of policy	Deputy Head Academic
Last school update	September 2026
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	Annual
Scheduled review	September 2027
Approved by Sub Committee (Meeting date)	30 September 2026
Next Sub-Committee Review	September 2027
Related policies	Curriculum Inclusion Policy Assessment, Marking and Reporting Policy Political Issues - Guidance on teaching including EYFS

Uploaded to Staff Shared	October 2026
Uploaded to Website	October 2026

1. POLICY STATEMENT

1.1 Teaching and Learning are the core activities of the School; all staff engagement with pupils should positively support teaching and learning and the School's Values. Teaching is effective if it promotes rapid progress in relation to pupils ability and supports the aims of RMS.

1.2 Teaching and Learning at RMS are based on high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. The School aims to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning.

1.3 The School seeks to demonstrate an awareness that everyone learns in a variety of different ways, and that learning is a life-long experience.

2. PRINCIPLES OF TEACHING AND LEARNING AT RMS

The approach to teaching and learning at RMS:

2.1 employs methods which demonstrate good subject knowledge, clear planning, knowledge of prior attainment and individual needs and abilities, management of time and use of available resources

2.2 enables pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills across the curriculum

2.3 employs effective assessment processes to give pupils a clear understanding of their current strengths and weaknesses and positively encourages them to develop their abilities and talents

2.4 fosters in pupils, self-motivation, the application of intellectual, physical and creative effort, interest in study and the ability to think and learn for themselves

2.5 encourages pupils to enjoy the learning process and to fulfil their potential in every aspect of the curriculum, whether intellectual, creative, artistic, aesthetic or sporting

2.6 employs appropriate and flexible curriculum planning and timetabling, to give pupils maximum scope in terms of opportunity and challenge, both within and beyond the classroom

2.7 upholds fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and the protected characteristics of The Equalities Act 2010

2.8 recognises that the RMS Values and the promotion of pupils' spiritual, moral, social and cultural development underpin all aspects of school life

2.9 is inclusive of all and discriminatory against none

2.10 fosters interest and independence; supports pupils with particular learning needs (for example those with special educational needs and/or disabilities and/or statements, English as an additional language or the most able) and offers sufficient challenge to all pupils including the most able

2.11 informs, inspires and instils appropriate skills to help pupils become life-long learners

3. GUIDANCE FOR TEACHING STAFF

The subject teacher is responsible for the progress of every pupil in their class. High quality teaching, which incorporates lessons differentiated for all abilities, should be the norm. To this end, lessons should:

3.1 be planned as part of a sequence (as laid out in the departmental scheme of work)

3.2 have a stated outcome/aim.

3.3 have a clear structure, with an aim, learning activity(ies) and summary ("What have we learnt?")

3.4 show a good understanding of the aptitudes, needs and prior attainment of all pupils

3.5 be differentiated for all abilities and promote the progress of each child, enabling each pupil to participate

3.6 take account of the specific needs and abilities of all pupils including those with specific learning difficulties and disabilities, EAL, those who are particularly able and those with particular medical needs. Where appropriate, details of specific needs can be found in a

pupil's learning profile on iSAMS, together with suggested classroom strategies and approaches

3.7 contain a variety of activities or phases, which will allow all pupils to access the material in a range of different ways. Work and tasks set should stimulate and challenge pupils in the class and should take note of different ability levels in the room with appropriate extension work for the most able

3.8 routinely conclude with a plenary phase that returns to the original learning objective

3.9 utilise effectively classroom resources of a good quality, quantity and range

3.10 be routinely observed within departments. Inter-departmental lesson observation is encouraged as a means of professional development. HODs should be aware of the standard and quality of teaching within their departments as well as of the standards of classroom management. HoDs will share best practice and provide supportive, constructive feedback alongside CPLD opportunities to facilitate high quality teaching and learning.

4. PROCEDURES

All departments will have schemes of work, which give clear sequential guidance to staff about the material to be covered in lessons. This should then form the basis of each teacher's lesson planning. Schemes of Work should be updated regularly in line with curriculum changes. In their planning, teachers should:

4.1 ensure the aim of each lesson corresponds clearly to the Scheme of Work

4.2 include instructions to pupils as to the equipment they are required to bring to lessons

4.3 ensure their instructions on what students should do are clear and well ordered. Pupils should feel that they have achieved or at least attempted something and learned from it

4.4 include differently phased tasks to challenge pupils and ensure a good pace in the lesson

4.5 ensure all pupils are engaged in the lesson; this requires open questioning directed to specific pupils and reviews of pupils learning.

4.6 include reference to the learning of specific skills and techniques in the lesson as an outcome in addition to the acquisition of knowledge

4.7 make regular use of formative assessment and feedback in order to check for understanding, measure progress and make adjustments to lessons as appropriate

4.8 liaise with Cadogan House to ensure progression between Schemes of Work within subject areas

5. HOMEWORK AND "PREP" ACTIVITIES

5.1 Homework is an integral part of the learning process; it must be set in line with the published Homework timetable for a class so that pupils habitually review and reflect on what they have learnt in school. The idea that Homework is integral to learning and that "Preparation" for the next lesson is vital for individual progress, should be part of the learning culture of the School.

5.2 The purpose of homework is:

- to reinforce the work covered in class
- to extend the pupils' knowledge/understanding of work covered in class
- to practise a skill learnt in class
- to assess the level of understanding of work covered
- to allow the pupil to prepare for an activity in the next lesson ('flipped' lessons)
- to encourage responsible and independent learning

5.3 Homework should relate to the programme of work being covered in class. Task instructions must be clear, concise and given in plenty of time. Teachers should ensure that the homework is recorded on Google Classroom

5.4 A productive homework task will interest the pupil, allowing them to anticipate forthcoming learning and enabling them to remember and apply what has been learnt in class, as well as provide opportunities to extend their learning beyond the classroom. Differentiation and extension should be accommodated within the task.

5.5 Not all homework can be formally assessed, but teachers must check that homework has been done. Consistently good effort in homework tasks should be rewarded. Appropriate

sanctions should be applied if homework is incomplete (regular failure to do homework should lead to action using stated school processes).

6. ASSESSMENT

6.1 Work should be assessed regularly. Assessment may be formative or summative:
- formative assessment is the cornerstone of high quality teaching to ensure student progress. It should be ongoing in teaching and in the planning and review of lessons
- summative assessment is a measure of pupil attainment; it also provides an indication of the effectiveness of classroom practice.

6.2 Marks should be awarded in line with the specific assessment policy of the department and pupils should therefore understand what a mark means.

6.3 All departments should ensure that students understand their marking schemes so that pupils have a clear point of reference when getting a mark.

6.4 Comment only marking is encouraged as a regular practice, provided that this is followed up with opportunities for pupils to act on feedback given. Such marking should identify what the student has done well and should contain specific advice for the pupil on what they could do to improve their work.

6.5 When taking in books staff should check that work is up to date, well presented with titles and dates, and grammar and spelling should be taken into account.

6.6 Each department has an Assessment Policy with formative assessment procedures relevant to that subject.

6.7 Students should be required to act on teacher feedback.

(Please refer to the Assessment, Marking and Reporting Policy for further detail)

7. GENERAL CONDUCT

7.1 Teachers are role models for students; the general conduct of staff has immense influence on the quality of learning in the School.

7.2 High levels of interest and enthusiasm in the work being covered will encourage and stimulate pupils.

7.3 A positive and happy environment where mutual respect and trust are evident will promote learning. Teachers should expect courtesy at all times (both to themselves and between pupils), and as such should not talk over a class, but wait for silence before addressing the whole class.

7.4 Praise and encouragement should be the norm in, and about, the School. Pupils should feel both physically and emotionally safe, so that they can be fully engaged in any learning activity and extend themselves; this requires positive, supportive and encouraging relationships with staff. Such an atmosphere would be characterised by regular praise and a belief in the capacity of pupils to reflect on and respond constructively to their learning experiences.

7.5 Punctuality to lessons, good record-keeping, marking and consistent treatment and expectations of pupils with respect to behaviour are essential in setting high standards for all.

7.6 Pupils at RMS generally respond exceptionally well when expectations are high, clear and consistent and when they are given regular feedback on their progress as it is monitored and evaluated.

7.7 Staff should also refer to the following related policies / publications:
- Curriculum Policy
- Inclusion Policy
- Assessment, Marking and Reporting Policy Senior School
- Political Issues - guidelines on teaching including EYFS
- Staff Code of Conduct
- Staff Handbook

8. MAINTAINING HIGH STANDARDS IN THE CLASSROOM

8.1 The highest standards of classroom behaviour are expected of all pupils at RMS. It is important for staff to establish this very clearly with all teaching groups from the first day of the year. Individual teachers should make use of the rewards and sanctions procedures to reinforce these high expectations.

8.2 Any member of staff who teaches a pupil whose behaviour or work habits persistently fall below the expected standard and continue to do so despite the subject teacher's intervention should refer the pupil to their Head of Department in the first instance. Teachers should log an Academic Concern on ISAMS where appropriate.

8.3 The Head of Department will see the pupil and inform the tutor and Head of Year.

8.4 At each departmental meeting there should be space to raise individual pupils or teaching groups, so that these matters may be freely discussed.

8.5 If a problem persists despite the intervention of the Head of Department, the matter will be referred to the Head of Year for action. The Head of Year will refer to the Senior Leadership Team for further action if necessary.

8.6 Teachers should not hesitate to draw the attention of the relevant staff to pupils whose behaviour or attitude gives cause for concern.

8.7 Equally, teachers should always recognise and acknowledge positive progress in behaviour and attitude.