



Curriculum, Teaching & Learning Policy

STATUS: NON-STATUTORY

Review Cycle: Annual

School Committee Responsible: SLT

Date of Last Review: 31/06/2026

Date of Next Review: Summer 2027



1. Purpose and scope

Teaching and learning sit at the heart of Tiffin School's culture and purpose. This policy:

- Sets out a clear, shared framework for high-quality teaching and learning in every classroom.
- Brings together the Tiffin Learning & Teaching Principles with the operational expectations of the Teach@Tiffin principles
- Clarifies roles and responsibilities so that all staff, students and parents work in partnership to secure excellent outcomes.
- Aligns classroom practice with related policies, including Behaviour, Assessment, Curriculum, SEND, Digital Learning and Safeguarding.

This policy applies to all teaching and associate staff, all subjects and all key stages.

2. Our vision and guiding principles

At Tiffin School, we believe that every student has the right to be successful, achieve highly and thrive. However, high expectations alone are not enough; students must know what they are learning, why it matters and how to improve. Students should also develop the disciplinary knowledge, habits and ways of thinking required for success within each subject.

Our Teach@Tiffin Principles articulate the non-negotiable routines that create the conditions for learning in every lesson: high expectations, precise behaviour norms, consistent starts and ends to lessons, and a sharp focus on attention, participation and thinking.

Pupils learn best at Tiffin when they:

- Feel safe, respected and part of a purposeful learning community.
- Experience calm, highly structured lessons in which every minute matters.
- Are required to give 100% attention, participate fully and think hard.
- Understand the intended outcomes of learning and the steps needed to achieve them.
- Receive clear feedback, are challenged when they underachieve and are supported to close gaps.
- Are taught how to study, revise and work independently, both with and without technology.

3. Roles and responsibilities

Teaching and learning are a shared responsibility.

3.1 Governors

The Governing Body will:

- Monitor the impact of this policy through link visits, data and reports.
- Have strategic oversight of the efficient allocation of resources (including staffing, CPD and digital infrastructure) to support high-quality teaching and learning
- Hold the Headteacher and Senior Leadership Team (SLT) to account for implementation and impact.

3.2 Headteacher and Senior Leadership Team

SLT will:

- Articulate and model a clear vision for excellent teaching and learning, rooted in the Tiffin Principles and Teach@Tiffin routines.
- Set and maintain high expectations for behaviour for learning, aligned to the Behaviour Policy and APPLE principles (Appearance, Politeness, Promptness, Learning, Environment).

- Design and oversee a coherent programme of professional learning, coaching and quality assurance.
- Ensure that assessment, reporting and data systems support learning rather than drive it.
- Intervene swiftly and constructively where teaching and learning fall below expectation.
- Promote collaboration and the sharing of best practice across departments.

3.3 Curriculum/Subject Leaders

Curriculum/Subject Leaders will:

- Lead the design, sequencing and ongoing refinement of ambitious, coherent and inclusive curricula aligned with the Tiffin Principles, Teach@Tiffin routines and the school's wider curriculum aims.
- Ensure Schemes of Knowledge clearly articulate curriculum intent, sequencing, substantive and disciplinary knowledge, SEND intent, literacy, misconceptions, retrieval and assessment approaches, and remain under regular review.
- Ensure Schemes of Knowledge embed consistent classroom routines (e.g. lesson starts, cold calling, regular checks for understanding) and effective use of Chromebooks and digital learning where appropriate.
- Monitor teaching, assessment, homework and curriculum implementation within the department (including learning walks, work scrutiny, Google Classroom and GoGuardian usage/data) and act on findings.
- Coordinate intervention for students who are underachieving, working closely with Tutors, Heads of Year and the SEND team.
- Support, develop and challenge departmental staff through coaching, subject-specific CPD, professional dialogue and PDPs.

3.4 Classroom teachers

Classroom teachers are responsible for day-to-day delivery of high-quality learning. They will:

- Upholding Teach@Tiffin expectations in every lesson (see Section 4).
- Planning well-sequenced lessons that build on prior learning, challenge all students and develop secure understanding over time.
- Maintaining accurate seating plans for all classes across all key stages on Arbor and using them strategically to support learning, participation and behaviour.
- Knowing their students well, especially disadvantaged, SEND and EAL pupils, and adapting teaching accordingly (see Section 7).
- Liaising effectively with teaching assistants and other support staff to ensure that their time and expertise are deployed purposefully to support student learning, participation and independence.
- Taking accurate registers promptly on Arbor and maintaining high expectations for punctuality, participation and engagement.
- Developing disciplinary literacy, reading, vocabulary and oracy through explicit teaching and modelling.
- Using a range of questioning and formative assessment strategies (including cold calling and mini-whiteboards where appropriate) to check understanding and respond in real time.
- Setting purposeful homework via Google Classroom in a timely fashion and checking completion consistently.
- Providing feedback that moves learning forward, in line with departmental marking policies and school principles (Appendix: Marking and Feedback).
- Using Chromebooks, Google Workspace and GoGuardian safely and effectively in line with this policy and relevant digital safeguarding policies (Section 9).
- Addressing underachievement proactively through classroom, departmental and whole-school intervention as appropriate.
- Contributing positively to a calm, purposeful and inclusive classroom culture where students feel safe, supported and appropriately challenged.

3.5 Teaching Assistants (TAs) and Associate Staff

TAs and associate staff working with students will:

- Know the students they work with, especially those with EHCPs, SEND or other vulnerabilities, and understand their targets and recommended strategies.
- Support learning in and out of lessons under the direction of the class teacher and SENCo.
- Liaise proactively with classroom teachers to ensure effective communication, consistent approaches and the purposeful deployment of support within lessons.
- Work collaboratively with teachers to promote student participation, independence, confidence and progress.
- Participate in relevant CPD and departmental discussions on teaching and learning.

3.6 Form Tutors and Heads of Year

Form Tutors and Heads of Year will:

- Reinforce Tiffin expectations for learning, behaviour and Chromebook usage during tutor time.
- Monitor patterns of achievement, effort, homework completion, merits/demerits and attendance, liaising with CIs, class teachers and HoYs as necessary where concerns arise
- Work with parents/carers and students to address barriers to learning and secure improvement.

3.7 Students

Students are expected to:

- Arrive punctually to all lessons, fully equipped, with a charged Chromebook (Years 7–11). Sixth Formers should have a charged laptop/tablet.
- Follow Teach@Tiffin routines:
 - Silent entry and immediate engagement with starter work 100% attention when the teacher or another student is speaking
 - Positive body language, facing the front, with Chromebooks closed and hands free when listening
 - Standing silently behind chairs at the end of the lesson and leaving only when dismissed by the teacher
- Take responsibility for their learning: engage fully, ask questions, persevere when challenged, respond to feedback and take catch up on missed work due to absence.
- Use Chromebooks, Google Classroom and other digital tools responsibly and in line with the in line with the Network Contract, Digital Learning and Behaviour policies.
- Complete homework on time and to the highest standard.

3.8 Parents and carers

We ask that parents and carers will:

- Support the school's expectations for behaviour, homework and Chromebook usage.
- Encourage good attendance, punctuality and strong work habits.
- Engage with reports, Parents Consultation Sessions and communications regarding progress and areas for development.
- Contact the school promptly if there are concerns that may impact learning.

4. Teach@Tiffin – core lesson routines

Consistency of experience is fundamental. The Teach@Tiffin Principles identify the core routines expected in every lesson.

4.1 Planning and preparation – “Every minute matters”

Teachers will:

- Know their classes, including key data, SEND passports and disadvantaged students.
- Maintain up-to-date seating plans on Arbor which best support the learning of disadvantaged and vulnerable students; and support the learning and behaviour of all students.
- Plan lessons with clear, shared learning objectives and success criteria.
- Build in regular checks for understanding, especially for disadvantaged and vulnerable learners.

- Ensure resources (including digital resources) are ready so that learning can start immediately.

4.2 Lesson starts

- Students enter the classroom silently as soon as they cross the threshold.
- A purposeful starter task (often linked to prior learning) is provided and begun immediately.
- The teacher takes the register during the silent starter, checking uniform and equipment.
- Chromebooks remain closed unless explicitly required for the starter.

4.3 Gaining and maintaining attention

When the teacher (or a student) is addressing the class:

- Students are silent.
- Students sit up, do not slouch, face the front and make appropriate eye contact.
- Hands are free – no writing or fiddling.
- Chromebooks are fully closed.
- The teacher waits for and insists on 100% attention, 100% of the time.

4.4 Learning and participation

Teachers will:

- Use a range of questioning strategies, with a strong emphasis on cold calling, so that all students think and participate, not just volunteers.
- Build in frequent, low-stakes checks for understanding (e.g. show of hands, mini-whiteboards, hinge questions, short written responses).
- Model new learning clearly and break complex material into manageable steps where appropriate.
- Ensure tasks are challenging, purposeful and well matched to the intended learning, with appropriate scaffolds and extension.
- Monitor and respond to the progress of disadvantaged and vulnerable students explicitly during the lesson.

4.5 Ending lessons

- Students pack away calmly when instructed (not automatically on the bell).
- A brief plenary or review revisits learning objectives and checks understanding.
- Students stand behind chairs in silence.
- The teacher checks uniform and dismisses students in an orderly way, row by row or table by table, so that corridors remain calm.

5. Classroom environment and behaviour for learning

The way in which teachers manage the classroom has a significant effect on students' learning and behaviour. Teachers will:

- Uphold the APPLE principles (Appearance, Politeness, Promptness, Learning, Environment) and the Behaviour Policy.
- Take registers within the first five minutes of the lesson and follow up lateness.
- Maintain tidy, safe classrooms; ensure furniture is returned to its position; report damage promptly.
- Use displays to celebrate high-quality student work and to support learning (key vocabulary, exemplars, routines).
- Insist on high standards of presentation in books/files and digital work.
- Praise and reward achievement and effort, using the school merit system, commendations and other recognition.
- Address underachievement and poor behaviour using the intervention strategy, demerits and detentions where appropriate, in line with the Behaviour Policy, Behaviour Matrices & and Work Intervention strategies.

6. Planning and curriculum

High-quality curriculum planning is fundamental to effective teaching and learning. At Tiffin School, curriculum planning is designed to ensure that all students access an ambitious, coherent and inclusive curriculum which builds knowledge, understanding and disciplinary thinking over time.

Schemes of Knowledge and individual lesson planning will:

- Be aligned to Tiffin's curriculum aims, curriculum progression models and Teach@Tiffin principles.
- Reflect the department's published curriculum intent and, where appropriate, subject-specific SEND intent.
- Clearly identify the essential substantive and disciplinary knowledge students are expected to secure.
- Build knowledge and skills systematically over time through carefully sequenced learning.
- Make explicit links between prior learning, current learning and future curriculum content.
- Identify key vocabulary, misconceptions and threshold concepts.
- Integrate opportunities for retrieval practice, spaced revision and regular checks for understanding.
- Support disciplinary literacy, including subject-specific vocabulary, reading, writing and oracy.
- Ensure adaptive teaching and appropriate scaffolding are planned so that all students can access ambitious learning.
- Align assessment tasks carefully with the taught curriculum and intended curriculum end points.
- Identify where Chromebooks and other digital tools will add genuine value to learning, collaboration, accessibility or feedback.
- Support progression between key stages and prepare students effectively for future study and wider life beyond school.

Departments will ensure that:

- Schemes of Knowledge remain live, evolving documents which are reviewed and refined regularly through professional dialogue, quality assurance and assessment analysis.
- Common assessments (Landmarks/CATs) are planned across classes and year groups, with shared criteria and grade boundaries where appropriate.
- Assessment approaches are aligned carefully with curriculum sequencing, taught content and agreed whole-school assessment principles.
- Opportunities for learning outside the classroom, including trips, enrichment, competitions, independent research and wider reading, are embedded where appropriate.
- Departments should promote reading within and beyond the curriculum as a central component of disciplinary literacy and academic success.
- Curriculum planning reflects the school's commitment to inclusion, belonging and "Shared Inclusive Excellence."

7. Adaptive teaching, SEND and inclusion

Every student is entitled to a positive, meaningful learning experience. Ensuring inclusion involves:

- Setting ambitious but realistic learning challenges for all students.
- Lessons should pitch to the very top, challenging all students to think, and be scaffolded down so all students can access the learning.
- Responding to diverse learning needs and removing barriers where possible.
- Personalising learning for students with SEND, disadvantage or other vulnerabilities.

Teachers will:

- Know their students.
- Be aware of SEND and other vulnerability information.
- Read and use SEND passports and the SEND register to inform planning and seating arrangements.

- Use a range of adaptive teaching strategies within the classroom, for example:
 - Differentiated questions and scaffolds
 - Writing frames, model answers, vocabulary support
 - Chunked instructions and visual prompts
 - Targeted use of TAs
- Overlearning, retrieval practice and structured study guidance Work in partnership with TAs, the SENCo and Heads of Year to monitor progress and adjust support
- Identify especially able students and ensure they are appropriately stretched through depth, challenge and enrichment.

8. Assessment, marking and feedback

8.1 Principles

Assessment and feedback exist to advance learning, not simply to record it. At Tiffin:

- Assessment is congruent with learning – we assess what we value and use information to adapt teaching.
- Students understand what success looks like and how to get there.
- Feedback (verbal, written, digital, peer or self) leads to action by students and visible improvement.

8.2 Formative assessment

Teachers will:

- Share learning objectives and success criteria with students at appropriate points in the lesson, not just at the start.
- Use ongoing formative assessment (e.g. questioning, mini-whiteboards, hinge questions, live marking, exit tickets) to check understanding.
- Give concise, diagnostic feedback that:
 - Highlights what has been done well
 - identifies specific areas for improvement

Provides clear, actionable targets

- Build in time for students to respond to feedback through redrafting, corrections, additional questions or reflection tasks.
- Use peer and self-assessment in a structured way, training students to give and receive constructive feedback.

The Tiffin Department Marking and Feedback Documents underpin departmental marking policies.

8.3 Summative assessment

Departments will identify key assessed pieces (Landmarks / CATs) at KS3 and KS4, and equivalent assessment points at KS5, which are common across classes and use shared criteria and grade boundaries where appropriate.

Departments will also participate in designated internal Assessment Weeks, including Yr 11 and 13 Mocks, for Years 10–13, as well as Lower School Exams Week, where common assessments are used to provide formal progress information for reporting home.

- Assessment outcomes will be recorded centrally and used to track progress, inform reports and identify underachievement.
- Summative assessment will be appropriate in length and frequency in accordance with the Assessment Calendar; over-assessment will be avoided.
- Assessment should support learning and curriculum progression rather than create unnecessary workload for students or staff

8.4 Marking for literacy

Where written work is produced, teachers will:

- Expect students to correct highlighted errors and learn key spellings, particularly high-frequency and subject-specific vocabulary.
- Maintain appropriate expectations for presentation, layout and legibility, including for digital work.

9. Homework, independent study and learning outside the classroom

Learning outside the classroom is valued and integral to students' progress.

9.1 Homework and Google Classroom

- KS3 and KS4 homework is set according to the published homework timetable and must be posted on Google Classroom; work should normally take approximately 20 minutes (KS3) and up to 40 minutes (KS4) per subject.
- Homework tasks should be planned, adapted where appropriate, purposeful and clearly explained.
- All homework must have a clear deadline and must be checked in some way; non-completion is followed up in line with departmental and school intervention procedures.
- Sixth Form teachers will set regular independent work at their discretion and communicate this clearly via Google Classroom.

9.2 Self-directed study

- Students are expected to spend regular time on self-directed study (reviewing notes, retrieval practice, wider reading, exam question practice) beyond set homework; teachers and tutors will explicitly teach and model effective study strategies.

9.3 Learning beyond the classroom

- Departments will plan opportunities for enrichment, trips, fieldwork, clubs, competitions and online learning that extend and deepen classroom learning.
- Teachers will recognise and value learning that takes place in co-curricular activities, at home and in the community.

10. Chromebooks, GoGuardian and digital learning

Digital technology is used at Tiffin to enhance learning, not to replace high-quality teaching. Chromebooks, Google Workspace and other tools must be used safely, purposefully and in line with the school's Online Safety and Behaviour and Pupil Discipline Policies and Student Digital Code of Conduct..

The use of generative AI tools must comply with the school's AI Policy and associated safeguarding, assessment and data protection expectations.

10.1 Student expectations

For Years 7–11:

- Students must bring a fully charged Chromebook to school every day and to every lesson unless instructed otherwise.
- Repeated failure to bring or charge a Chromebook will result in sanctions (teacher detention, demerit) and parental contact.

Chromebooks must:

- Only be opened when explicitly instructed by the teacher.
- Be fully closed when the teacher is addressing the class or during class discussion.
- Students must use Chromebooks in line with the Network Contract; misuse will be sanctioned and may lead to loss of privileges or further disciplinary action.

10.2 Teacher expectations

Teachers will:

- Decide when Chromebooks will add value (e.g. collaborative work, research, quizzing, drafting, modelling, accessibility tools) and when exercise books or paper are more appropriate.
- Provide clear instructions and time limits for any digital task.
- Monitor Chromebook use in lessons through GoGuardian and direct supervision.

Where appropriate, teachers will:

- Use GoGuardian to focus screens or restrict access to approved websites.
- Record misuse and follow up via demerits, detentions or referrals.
- Share concerns with CLs and Heads of Year where patterns emerge.
- Ensure Chromebooks are not used for more than approximately one hour without a break; in double lessons, a non-screen activity must be included.
- Explicitly teach and reinforce good ergonomics and posture when using devices; students may use external keyboards, mice and stands where appropriate.

10.3 Cover lessons and GoGuardian

Staff covering lessons will:

- Take electronic registers in Arbor within the first five minutes of the lesson.
- Check the seating plan is being adhered to.
- Use GoGuardian to monitor Chromebook activity if Chromebooks are required, using the CSV files or displayed class code to pull students into the session.
- Apply the same behaviour expectations and sanctions as in a normal lesson.

11. Identifying and addressing underachievement

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of every teacher and leader.

Teachers will:

- Use available data (entrance scores, Key Stage 2 data, Landmarks/CATs, internal assessment) to form professional expectations of progress.
- Monitor the work, attitude and engagement of students, particularly disadvantaged and vulnerable pupils.
- Talk to students about their learning to diagnose barriers; agree and review targets as necessary with them.
- Escalate concerns appropriately, including subject detentions, catch-up work, contact home, subject report and referral to CLs/HoYs/SLT as needed.

Curriculum Leaders and Heads of Year will:

- Track the progress of individuals and key groups within their cohorts and subjects as appropriate.
- Coordinate targeted intervention (e.g. mentoring, small-group support, revision sessions).
- Review the impact of intervention and adjust as necessary.
- Liaise with the SEND Department to collaborate on support where necessary.
- Log details of intervention on CPOMS.

12. Professional learning and expertise, coaching and sharing good practice

High-quality teaching is sustained by high-quality professional learning and expertise. At Tiffin:

- All staff engage in ongoing CPD aligned with school priorities and their own development needs through INSET Days, Thursday Morning CPD, PDP T&L groups etc.

- Peer observation, coaching and collaborative planning are encouraged as core professional practices, not evaluative tools alone.
- Staff are encouraged to keep up to date with current research and evidence-informed practice, and to contribute to whole-school Teaching & Learning initiatives.

13. Monitoring, evaluation and review

The impact of this policy will be monitored through:

- Drop-ins
- Departmental reflections and line-management meetings
- Work scrutiny, including digital work on Google Classroom
- Analysis of assessment outcomes and progress data
- Student voice, including surveys and focus groups
- Feedback from parents via TU@T & PCS

Findings will inform school improvement planning, CPD priorities and any revisions to this policy. The policy will be formally reviewed on a regular cycle by SLT and Governors.

14. Links with other policies

This policy should be read in conjunction with:

- Behaviour and Pupil Discipline Policy including Anti Bullying Approach
- Curriculum Policy
- SEND Policy and Information Report
- Online Safety Policy
- Student Digital Code of Conduct
- Safeguarding and Child Protection Policy
- Exams Non-Examination Assessment Policy
- Equality Statement and Objectives