



LEARNING AND TEACHING POLICY

COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Education Committee
Date last formally approved by the Governors :	Autumn Term 2025
Date policy became effective :	September 2010

Period of Review:	Three Yearly
Next Review Date :	Autumn Term 2028

Person responsible for implementation and monitoring :	Prep Leadership Team Senior Assistant Head (Academic)
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Other relevant policies :

- Curriculum Policy - Both Schools
- Support for Learning Policy - Both Schools
- English as a Second Language Policy - Senior School
- Assessment Policy - Senior School
- Literacy Policy - Senior School
- Spiritual, Moral, Social and Cultural Development Policy - Both Schools
- Reporting Policy - Senior School
- Safeguarding (Child Protection and Staff Behaviour) Policy - Both Schools
- Online Safety & ICT Acceptable Usage Policy - Both schools

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

LEARNING AND TEACHING POLICY

Key principles based on school aims:

Felsted seeks to be the school of choice and aspiration for all. “Developing character and making a difference”

1. Felsted seeks to educate all Felstedians to develop them as individual characters, through provision of outstanding all round education. Pupils learn to work hard to be the best that they can be in all that they encounter through teaching that nurtures, acknowledges and rewards effort and progress, commitment and determination from each pupil.

2. Felsted seeks to develop and stretch pupils academically, to be life-long learners, well-rounded, aspirational, globally minded, with the skills to flourish beyond school, applying the principles of a growth mindset, to be the best that they can be. Pupils learn about distinct subjects but also to see the interrelation between subjects and their application to the real-world through teaching that makes learning relevant, engaging and useful. Pupils learn how to be curious and engaged through teaching that supports enquiry and hypothesising, testing and reflecting on experiences and reasoning.

3. Felsted seeks to provide outstanding pastoral care, a safe and supportive environment, co-curricular opportunities, lessons in leadership, service, challenge, personal growth, and emotional/intellectual development. Pupils learn how to take care of themselves and to take responsibility for the care of others and the world around them through teaching that enables pupils to recognise risks and potential harm, and to engage actively and positively with difficulties in whatever form these may take.

4. Felsted seeks to develop a strong sense of community, based on development of personal faith, tolerance and respect. This community will include all pupils, as well as parents, staff, Governors, Old Felstedians and the wider Felsted community. Pupils learn about Christian faith and traditions, as well as the beliefs and traditions of other religions and cultures through teaching that seeks to explore and celebrate the benefits of differences as well as to understand that there is more that unites us as a community than that which divides us.

5. Felsted seeks to make a difference, through developing truly effective global citizens, under the IDEALS of the Round Square, fulfilling our charitable purpose, including making a Felsted education available to families, through bursary, scholarship and outreach. Pupils learn about issues, debates, problems and events that take place on an international scale, or affect other parts of the world through teaching that is well informed of world events and affairs, and which makes use of theories, concepts, examples and case studies from around the world.

6. Felsted seeks to provide a strong foundation for the future of the school. Pupils learn about the history of the school and the local environment, and its basis in long-standing tradition with a life-long identity as Felstedians through teaching that nurtures and values each individual pupil as a member of that historic community.

In addition to the school aims, this document has been written with reference to evidence-informed academic literature¹.

Our aspiration for pupils

We want all pupils to learn to be able to:

- Be responsible for themselves and for their own progress, supported by but not dependent upon their teachers, tutor, and House/ Phase Team.
- Value their participation in the school and wider community.
- Gain substantive knowledge of subjects which they are able to utilise and apply in creative, analytical and evaluative ways.
- Develop a range of skills, including thinking skills, technological skills and interpersonal skills.
- Engage in moral and spiritual exploration and reasoning.
- Prepare to interact effectively in a global economy of ideas, goods and services.
- Leave confident in their own abilities and optimistic for the future.
- Be ready to recognise and respond to the opportunities and risks of online and AI-generated resources

Our aspiration for all as a learning community.

We want to develop a community that genuinely values and promotes life-long learning, and one where learning for children and young people is supported, encouraged and enhanced by the visible learning of the adults around them. As such, Felsted seeks to support and provide opportunities and celebrate learning by teachers, parents, operational staff, governors and our wider community.

How teaching should support our aspiration

Classroom teachers

Teachers have a responsibility to ensure that every child makes good or excellent progress through effective teaching².

The components of effective teaching are:

Understanding the content

Teachers will have a deep and fluent understanding of the content being taught. They will consider curriculum sequencing and have knowledge of relevant curriculum tasks, assessments and activities and their diagnostic and didactic potential. Teachers will be able to generate varied explanations and multiple representations or analogies to support pupil understanding. Knowledge of common student strategies, misconceptions and sticking points will also impact teaching strategies and delivery.

Creating a supportive environment

Teachers will promote interactions and relationships with all students that are based on mutual respect, care, empathy, and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students. Teachers will promote a positive climate of student-student relationships which are characterised by respect, trust, co-operation and care. Learner motivation will be developed through feelings of competence, autonomy & relatedness. All lessons should have a climate of high expectations, with high challenge and trust, so that learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.

¹ Especially *Making Every Lesson Count*, Allison & Tharby, 2015
Rosenshine's Principle in Action, Sherington, 2019
Mindset, Dweck, 2017

Visible Learning: Feedback, Hattie & Clarke 2019

² *Drawn from Evidence Based Education 'Great Teaching Toolkit', published 2020*

Maximising the opportunity to learn

Teachers will manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. starts, transmissions); giving clear instructions so students understand what they are doing; using (and explicitly teaching) routines that make transitions easier. Teachers will ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied. Teachers will prevent, anticipate and respond to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately.

Activating hard thinking

Structuring: teachers will give students an appropriate sequence of learning tasks; signal learning objectives, rationale, overview, key ideas and stages of progress; match tasks to learners' needs and readiness; scaffold and support to make tasks accessible to all, but will be gradually removed so that all students succeed at the required level.

Explaining: teachers will present and communicate new ideas clearly, with concise, appropriate, and engaging explanations; connect new ideas to what has been previously learnt; use examples appropriately to help learners understand and build connections; model / demonstrate new skills or procedures with appropriate scaffolding and challenge; use worked / part-worked examples

Questioning: teachers will use questions and dialogue to promote elaboration and connected, flexible thinking among learners; use questions to elicit student thinking; get responses from all students; use high quality assessment to evidence learning; interpret, communicate and respond to assessment evidence appropriately

Interacting: teachers will respond appropriately to feedback from students about their thinking, knowledge and understanding; give students actionable feedback to guide their learning

Embedding: teachers will give students tasks that embed and reinforce learning; require them to practice until learning is fluent and secure to ensure that once-learnt material is reviewed and revisited to prevent forgetting

Activating: teachers will help students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise.

Heads of Department

In their management of departments, Heads of Department must prioritise effective learning and teaching in order to optimise pupil potential, a positive learning experience and grades.

- To lead the Department by example and set high standards that can be sustained.
- To create an atmosphere that has a focus on professional learning, continual development of teaching skills and the sharing of good practice.
- To communicate the teaching and learning aims of the Department.
- To keep abreast of relevant curriculum development and cascade to the Department and to disseminate information to staff efficiently, effectively and promptly.
- To manage the budget and resources to ensure effective learning and teaching.
- To draw up the Department Development Plan, setting priorities and targets for the Department within the context of the School's Development Plan.
- To agree subject-based targets and objectives for teachers within the Department and to support their wider professional development activities.
- To ensure that the Department Handbook is updated and contains all necessary policies and Schemes of Work.
- To measure and monitor the performance of teachers within the Department in line with the agreed Department targets using the different activities outlined under "monitoring" above.
- To be accountable for the standards of learning and teaching within the Department.

Leadership Teams and Headteacher

Developing, recognising and supporting best practice in teaching and learning

The Head will work with the Governors and Leadership Team to secure and sustain effective learning and teaching throughout the School, whilst monitoring and evaluating the quality of teaching and standards of pupil progress and achievement through target setting.

The Head will:

- Ensure that learning and teaching is of the highest priority.
- Create and maintain an environment and a code of behaviour that promotes and ensures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and that enables teachers to meet the standards set out in the Common Room Handbook.
- Determine and implement a full, broad and balanced curriculum and its assessment.
- Monitor and evaluate the curriculum in order to identify and implement areas for improvement.
- Ensure that effective and appropriate support is available to all pupils and teachers.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement, personal development and well-being.
- Promote positive strategies which encourage respect for all members of the School community regardless of age, gender, ability, race, religion and sexual orientation.
- Develop effective links with the community to extend the curriculum and enhance learning and teaching.
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with additional needs.

House Teams, Heads of Phase & Tutor

In their management of their Phases, the support of the School's Learning and Teaching Policy must be of paramount importance to the HoPs and the tutor team in order to optimise pupil potential and grades.

- HMs and HoPs ensure that pupils work sensibly during prep time, to the best of their ability, taking responsibility for their own learning and respecting the rights of other pupils to do the same.
- Encourage a responsible attitude to academic work, which fosters an atmosphere that identifies that academic study is often necessary at times other than prep.
- Tutors take responsibility for monitoring the academic progress of their tutees and setting challenging targets with the pupils.
- Tutors should alert relevant HoPs and academic staff when they have judged a tutee to be in danger of under-achieving.
- Tutors should discuss and lead reflection on their tutees' development of the skills and attributes.
- Tutors should be aware of the academic achievement and the co-curricular pressures on pupils in their tutor group.

Parents

There will be a close liaison between staff and parents of children, ensuring that a good partnership exists. Parents and carers of all school pupils are encouraged to discuss their child's progress (or any matters of concern) with the class teacher at any time.

Promoting Curiosity, Leadership, Aspiration and Ability, Engagement and Responsibility for Learning

Felsted is a school with pupils of a range of abilities, interests and prior learning experiences; we aim to personalise learning as far as possible, and ensure that every pupil is enabled to learn and extend themselves. As part of our ethos of personal development and valuing all individual achievement, the school aims to recognise and meet the needs of pupils who are

academically able, as well as promote a culture of academic curiosity, leadership in learning, aspiration and ability, engagement and responsibility for learning. As a school, we recognise that children may be very able in one or two specific disciplines, or that they may be able and aspirational in many aspects of their learning. Moreover, the school recognises that all children can develop and exhibit the dispositions that are fundamental to good learning, and as such, we seek to provide opportunities and approaches to learning that inspire and enhance learning. Finally, we aim to provide learning and teaching opportunities that enable pupils to challenge themselves and go further than baseline expectations.

In order to support pupils in developing their dispositions and approaches to learning, the school will:

- Provide opportunities for recognition and support through the scholars and award holders programmes
- Provide a wide range of activities and opportunities to develop learning and thinking skills that appeal to aspirational and able learners
- Provide opportunities to work independently on project-based, personal interest-driven challenges, and a variety of enrichment opportunities from key stage 2 and upwards
- Provide the opportunity to join and participate academic study sessions and in the Roberts Society (year 9-11)
- Provide opportunity to join and participate in the Andrew Society (years 12 & 13)
- Provide specialist guidance and support for pupils aspiring to competitive pathways (for example Oxbridge, the Medic Society, Young Engineers)
- Recognise and encourage academic endeavours through the House Points system
- Ensure that teachers make excellent provision through adaptive strategies to ensure that lessons are stimulating and encourage the development of strong approaches to learning

The progress and learning of all pupils is tracked against baseline data, ensuring that all pupils of all abilities are encouraged to succeed. In turn, where there is underperformance, clear procedures are in place to identify and tackle this through the support of tutors, subjects teachers, Heads of Department and the Academic Office - please see the Assessment, Tracking and Reporting Policy for greater detail.

Language and Learning

Felsted aims to foster in all its students throughout both schools a love of language and sense of identity, and an appreciation of our place in a global community. Felsted values the principles and aims of global education, and sees the role of language learning in enabling students to be internationally minded citizens with the necessary competencies for global citizenship.

As an IB World School our policy is informed by the requirements and philosophy of the IB Diploma, but as this permeates the whole school, this document covers language provision from Stewart House through to the Sixth Form.

We believe that all teachers are language teachers and have a responsibility to promote strong literacy both in general and for subject-specific mastery. Furthermore, teaching should consider

- Language is a primary means of communicating and learning
- The acquisition of language is a life-long process and is a central component of personal growth
- Language is an expression of heritage and culture and must be valued as an integral part of a student's identity that continues to develop throughout their time at school
- Language learning promotes international mindedness and multicultural understanding, as well as facilitating nuanced thinking and appreciation of alternative ways of seeing the world Teachers must be aware of and cater for the differentiated needs of their students with regard to the rate of language acquisition.

- Proficiency learnt in one language is transferable to other languages, and language proficiency aids the acquisition of competencies in other curricular areas.
- Literacy and communication are key to developing self-confidence and raising aspiration in all pupils in all subjects, and is not limited to curriculum areas specifically aimed at language acquisition.

Teaching and learning at Felsted should therefore:

- Enable students to learn and use language effectively, appropriately, accurately, and confidently
- Develop students' powers of oral and written communication
- Enable students to develop and use language skills in a variety of contexts and purposes. Promote the appreciation, understanding, and analysis of literature and to evaluate language within the context of its original development, as well to explore, analyse and evaluate language given changing contexts and views of acceptable language forms
- Encourage students to explore language as a means to understand the differing perspectives of people from other cultures
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing (TOK)
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature
- Broaden the range and complexity of language and expression
- Celebrate diversity through opportunities to share linguistic commonalities and differences

Provision of Support for Learners whose first language is not English

As a school that encourages continued language learning, and recognises the value and contribution of students and teachers whose first language is not English, the school enables students to continue to engage formally with L1 languages in a variety of ways. Similarly, for students seeking to continue to study L2 languages not offered within the main curriculum, Felsted seeks to support ongoing learning and examination wherever possible and where this is seen by students, families and staff as beneficial. Felsted recognises the skills and characteristics of students that are engaging with language learning in this way, and supports them through the 'Multilinguals' programme overseen by the Head of MFL supported also by the work of EAL teaching. For those pupils requiring additional support in the acquisition of English, provision is outlined in the separate EAL Policy.

Non-English L1 language exams (extra-curriculum)

We can act as an exam centre for any student wishing to take an exam in their native L1 language where this is possible (for example, it should be noted that Russian A Level orals cannot be conducted at Felsted, but an exam centre in London can usually be arranged and transport can be organised).

Teaching support for L1 or L2 Language Learning beyond the main curriculum

Felsted aims to support pupils who wish to extend their language learning beyond the main curriculum. Opportunities include language learning as part of the Duke of Edinburgh programme, extra-curricular Mandarin lessons, Masterclasses for GCSE pupils who are excelling in lessons, the Language Café and taster lessons as part of the Internationalism Activities. Some pupils may seek to work with private tutors. Where this is the case, arrangements can be facilitated by the school, but families may also prefer to establish or extend pre-existing language-learning arrangements made directly. Tuition may take place online. The school recognises that whilst there are many advantages to online tuition, there is a safeguarding risk for online working that students and families are also asked to consider, and take steps to ensure that risks are suitably mitigated (please see separate Private Tutoring guidance). Felsted teachers may in some circumstances be able to act as a private tutor to support students undertaking this type of examination. However, Felsted teachers can only act

in this capacity if: - They are willing to do so in addition to the main responsibilities to the school
- Have followed the Private Tutoring arrangements procedures & guidance

We do not customarily recommend that pupils, when learning a language within the curriculum, take the exam early. All requests should be passed on to the Academic Office. If parents request this, it must be made clear that any extra support/tuition is dependent on capacity within the department and cannot be guaranteed year-on-year. Furthermore, if a pupil takes a GCSE at the end of Y10, there is no provision for them to start the A Level course in Y11. In this situation,

Learning & Teaching in the Digital Age

Felsted recognises the responsibility of the school to enable pupils to develop digital skills and to benefit from the opportunities that arise from digital resources. Teachers are expected to consider carefully in their planning how digital tools can be used to enhance and extend learning, rather than to see the use of digital or IT-based resources as an end in themselves.

Digital, search or generative online or machine learning tools might be used by teachers, for example, to:

- Assess and provide summative feedback
- Generate resources
- Provide a starting point for ideas
- Generate examples and case studies
- Generate questions

However, teachers retain professional responsibility to ensure that content drawn from digital or online tools are suitable, appropriate and effective in supporting pupils' progress.

Teachers must also take care to avoid requiring or promoting the use of digital tools by pupils outside of the Google for Education suite of applications, or other educational applications, that have not been approved for use in the school environment.

Teachers must also take care to ensure that when setting tasks to be completed independently, pupils understand academic honesty expectations. Pupils are supported in understanding the general principles of academic honesty through academic briefings, tutorial discussions, and digital safety training. However, subject teachers will be aware of the likely pitfalls and ways in which pupils can both inadvertently or deliberately make mistakes in this area, and should anticipate, plan to mitigate and educate against these where possible.

In a rapidly changing digital landscape, Felsted also recognises the challenge and responsibilities to support young people in understanding the risks and challenges that arise from digital technology, including 'artificial intelligence' or machine learning tools. The 'Online Safety and Acceptable Usage' policy outlines in greater detail the provisions that are in place in relation to risks. The Academic Honesty policy also outlines the approach that the school will take in relation to plagiarism and the misuse of online tools in independent work.

QUALITY ASSURANCE

The main sources of evidence are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils' work, assessment records, pastoral records, records of attendance and sanctions, complaints and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, numbers of exclusions, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of data, documentation, policy and implementation).