TEACHING & LEARNING POLICY

NAMED PERSON:	Mr Richard Peel Deputy Headteacher

Last Review Date:	September 2026
Review Cycle:	1 Year
Next Review Date:	September 2027

Mr Andy Crossey **Chairman of Governing Body**
Signed: A. D. Crossey
Date: September 2026

Introduction – Our Intention
Our vision underlies everything at The Buckingham School. We do things "The Buckingham Way". We want children to achieve the highest possible standards, be challenged and enjoy their school experience. This underpins all that we do, whether in the classroom, on the sports field, in concert, on stage, or in the extensive range of other opportunities we offer our students at all stages of their education.

Our vision is to deliver a curriculum that is **inclusive, ambitious, and values-driven**—one that champions ***Success for All*** by fostering not only strong academic progress but also the development of character, resilience, and social conscience. In doing so, we ensure that all our students are equipped with the knowledge, skills, and personal qualities they need to thrive as valuable, confident contributors to society.

As a school, we aim to develop our students to be successful in all that life in the 21st Century offers. Our curriculum is designed to achieve this by being broad and balanced, as well as offering students deep and rich learning and enrichment experiences that are all underpinned by our three key behaviours, (our Core Choices):

- **Respect**
- **Responsibility**
- **Reflection**

We strive to display these three key behaviours (our **Core Choices**) at all times. We celebrate with students when they are able to demonstrate **Respect, Responsibility and Reflection** in their actions. We seek to actively promote and reward the **Core Choices** as behaviour we would wish to see.

This policy aims to reflect the teaching standards experienced by students in all classrooms and learning experiences at The Buckingham School. It also reflects the learning behaviours expected of them.

Aims of This Policy
- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements, school priorities, and career stage and future development needs.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

Curriculum Principles
At The Buckingham School, our curriculum is built on the firm foundation of our three core learning behaviours: **Respect, Responsibility, and Reflection**. These behaviours are not only taught and modelled but are actively embedded in the way students approach their learning, respond to challenges, and interact as members of our school community. They underpin every aspect of curriculum design and delivery, shaping both the learning journey and the outcomes we aspire to achieve. Careful planned schemes of work ensure these core choices are developed, continuing to grow learning behaviours as students' progress:

Key Stage 3 – **Engagement:** Learning with Kindness and Curiosity

Key Stage 4 – **Independence:** Taking Responsibility for Learning and Growth

Key Stage 5 – **Exemplary:** Habitually Showing Integrity, Reflection, Responsibility and Respect

Excellent teaching and learning is underpinned by a strong curriculum. For this reason, our curriculum principles sit at the heart of our teaching and learning model. It is the culture that we expect across our school from all of our curriculum areas.

The Teaching of Literacy:
All staff are teachers of literacy. We have a shared responsibility to ensure students become strong, independent and interested readers and writers.

The School has based its specific literacy plan around the recommendations made through the Education Endowment Foundation research into secondary school literacy. The primary recommendation is to embed multidisciplinary literacy. This is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate according to their subject requirements.

The School will promote the teaching of literacy through all departments, with the expectation that all leaders and teachers convey that the teaching of reading and writing skills are always evident in lessons, across curriculum maps and are part of schemes of learning.

The School will promote reading to ensure students:

- Extend and develop as readers throughout their time at the school
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become confident, enthusiastic readers
- Understand reading strategies (e.g. skimming and scanning) so that they are independent readers and can access exam materials
- Read a range of texts accurately, fluently and with comprehension
- Have opportunity to access higher level academic texts
- Understand and respond to a wide range of books and media texts on paper and on screen
- Understand the components of written language
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions
- Develop higher order reading skills, enabling the use of inference and deduction

The School will develop students as effective writers, ensuring they:

- Understand the key conventions of different types of writing.
- Are taught how to construct extended writing when appropriate
- Apply consistently the 6 point process for extended writing across all subject areas
- Express themselves clearly, precisely and accurately
- Use knowledge acquired from models from a range of reading to replicate writing in different styles and forms
- Write for a range of purposes and audiences, incorporating a range of structures and styles
- Communicate meaning to a reader through appropriate vocabulary choices and language devices

The school ensures that students are pre-taught key vocabulary terms in a systematic and engaging way. According to SEEC, which has been adopted across the school, (Select, Explain, Explore, Consolidate)

The School also intends to develop oracy skills.

The School will encourage students to:
- Formulate, clarify and express their ideas with increasing sophistication
- Express themselves in a variety of situations using language which is appropriate to audience and purpose
- Listen, understand and respond appropriately to others
- Understand that their developing communication skills will assist them in real life contexts

The Teaching of Numeracy:
All staff are also teachers of numeracy. All staff are responsible for developing students' numeracy skills so they can confidently apply mathematical knowledge across all subject areas.

At TBS, we recognise that strong numeracy skills underpin success both within school and beyond. Through an inclusive, ambitious and value-driven approach, we are committed to ensuring **Success for All**.

Particularly at Key Stage 3, our approach to numeracy supports the school's commitment to fostering engagement in learning. We create an environment built on **Respect**, where students feel confident to contribute, ask questions and explore mathematical ideas. Through **Reflection**, students are encouraged to learn from mistakes, evaluate their understanding and develop resilience. By promoting **Responsibility**, students are supported to take ownership of their learning and apply numeracy skills independently across a range of contexts.

The School has based its specific numeracy plan ~~around~~ on the recommendations from the Education Endowment Funds guidance report, Improving Mathematics in KS2 and KS3. This guidance provides eight evidence based recommendations:

1. Use assessment to build upon pupils' existing knowledge and understanding
2. Use manipulatives and representations
3. Teach strategies for solving problems
4. Enable pupils to develop a rich network of mathematical knowledge
5. Develop pupils' independence and motivation~~s~~
6. Use tasks and resources to challenge and support pupils' mathematics
7. Use structured interventions to provide additional support
8. Support pupils to make a successful transition between primary and secondary school

The School will promote the teaching of numeracy through all departments, with the expectation that all leaders and teachers convey the importance of numeracy and ensure that mathematical skills, reasoning and problem-solving are evident within lessons, curriculum maps and schemes of learning.

The School will promote activities to ensure students:

- Extend and develop their numeracy confidence throughout their time at the school
- Understand how to apply numeracy skills and knowledge to solve problems in a range of different situations
- Experience consistent methods and approaches to numeracy across all subjects
- Develop higher order numeracy skills through reasoning, problem solving and subject specific applications.
- Demonstrate increasing independence and responsibility in the application of numeracy skills.

The School will develop student's confidence and competence in numeracy, by:

- Providing students with opportunities for numeracy development across the curriculum
- Applying consistently numeracy techniques and vocabulary across all subject areas with a shared calculation policy.
- Encourage students to reflect on their learning and use feedback to improve
- Promoting positive attitudes towards challenge and problem-solving.
- Supporting students through targeted intervention where appropriate.

Teaching & Learning

The school invests heavily in the "Walkthru" structure of developing teaching and learning, and weds itself to the following five key elements:

Walkthrus				
Behaviour and Relationships	Curriculum Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval

These WALKTHRUS areas form the basis of our Lesson Framework. (See Appendix 2), and align with the school's approach to adaptive teaching:

Adaptive Teaching

The Buckingham School believes in a four strung approach to Adaptive teaching, (SPUR):

1. **Structural** : Designing the learning architecture so that the foundations are put in place before teaching begins. Structural factors such as the curriculum design, assessments, Information, Resources, Enrichment activities and planning schemes of learning are all important elements of designing pathways and opportunities for all students.
2. **Planning** : Deliberate preparation that removes barriers in advance. Planning sets out the expectation of teaching staff to use lesson framework resources as the basis for planning lessons, considering the barriers and needs of students in lesson design, integrating vocabulary, (using SEEC) and ensuring appropriate extension tasks are in place.
3. **Understanding** : Gathering evidence of understanding throughout the lesson through a range of strategies, for example, whole class checks, group/individual questioning or using evidence from assessments
4. **Responding**: Reacting to the outcomes of understanding checks to support or stretch, by implementing strategies such as scaffolding, questioning, prompting or providing stretch opportunities.

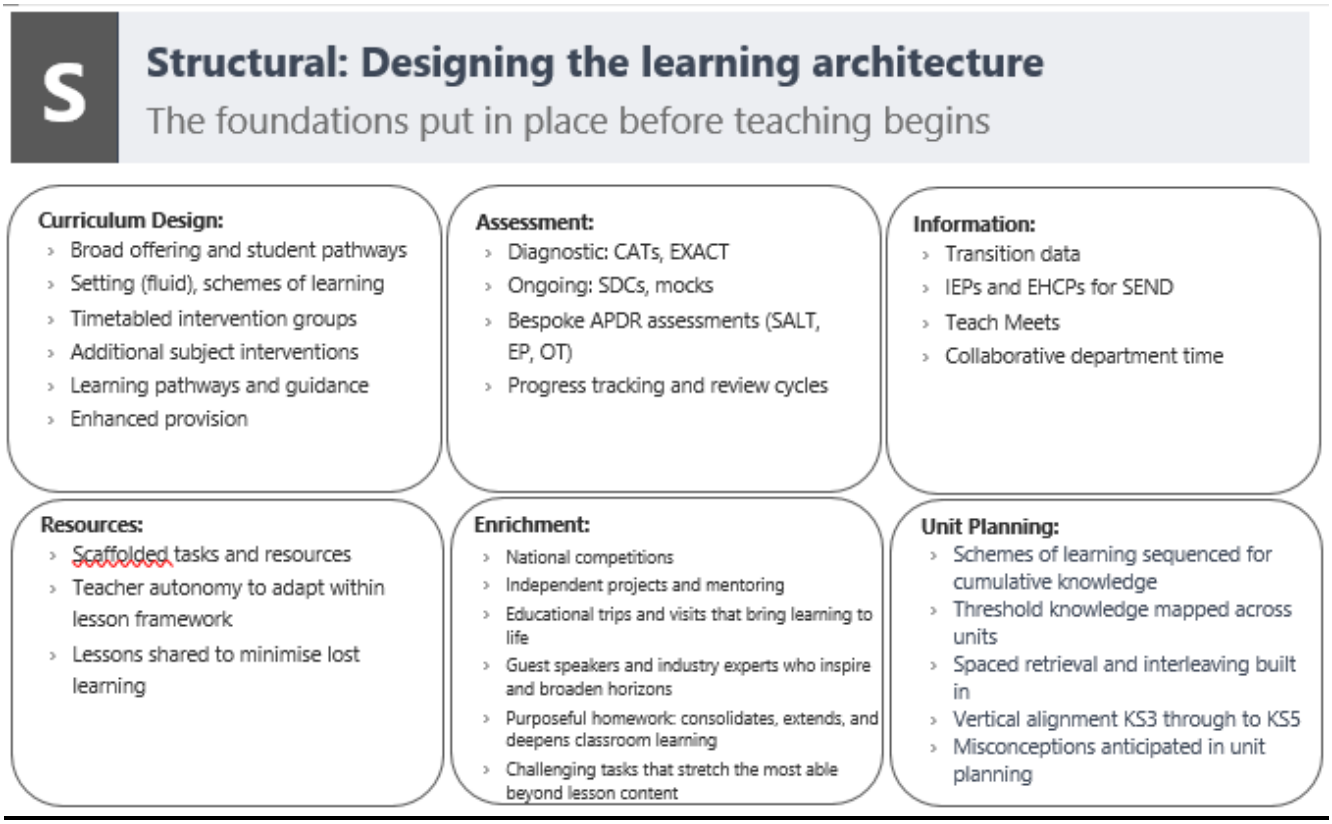
Further information can be found in Appendix 3 – Adaptive Teaching at TBS (SPUR)

Subject Specific Practices of Teaching & Learning

Schemes of Learning, and Progress Over Time (Medium and Long Term)

It is the responsibility of curriculum leaders to ensure that appropriate schemes of learning are logically sequenced with a clear rationale for any given unit or topic and have progression over time built in. It is the teacher's responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively with medium and long term strategies.

Planning of schemes of learning include the core basic skills of reading, writing, communication and mathematics, this is also adopted in lesson delivery practises.



Subject Knowledge

Students learn best when teachers are knowledgeable and confident in what they are teaching. The use of curriculum planning, The Buckingham School Lesson Framework, expert Curriculum Leaders, Lead Practitioners, sharing of best practice, observing colleagues and collaborative planning ensures that staff with excellent subject knowledge lead all learning. Effective teachers are devoted to developing curriculum expertise and constant improvement.

In order to achieve this, we adhere to the following principles:

- Performance management identifies areas for development and gaps in subject knowledge amongst individual staff and appropriate CPD is agreed.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of numeracy.
- SLT, curriculum leaders and those with a TLR for academic standards identify areas for development and gaps in subject knowledge through conducting curriculum reviews, learning visits, work scrutiny and data analysis.
- SLT, curriculum leaders and those with a TLR for academic standards ensure that opportunities to develop subject knowledge are created with in-house training, mentoring and coaching and external sources, such as PiXL and support from other schools/educational organisations.

- SLT, curriculum leaders and those with a TLR for academic standards discuss strengths and areas for development in subject knowledge through line management and are proactive in finding solutions and sharing best practice amongst all curriculum teams.
- Curriculum leaders identify gaps in knowledge or areas for development in the delivery of content in topics at a whole department level and ensure that time is allocated in subject meetings and collaborative planning sessions for staff to have the opportunity to address these areas.
- Curriculum leaders provide feedback on key messages and materials to ensure that all members of departments are kept up-to-date with curriculum changes and promote the value of scholarship.

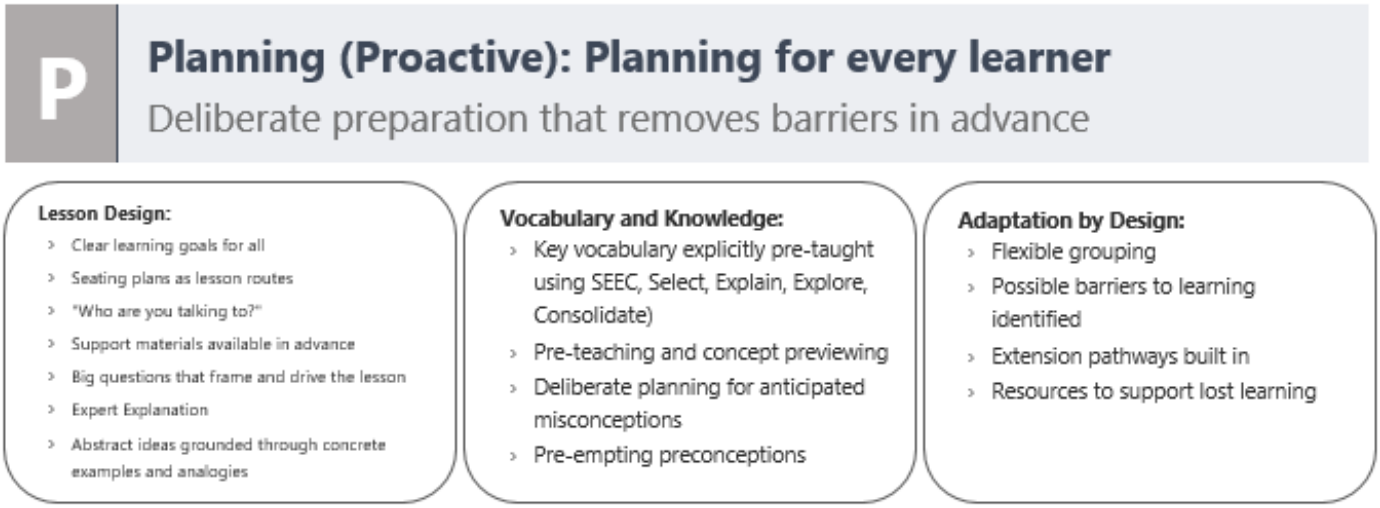
Governors

Please see Appendix 1, which details Governor involvement.

Planning

Planning is based on systematic and accurate assessment of students' prior learning. A range of teaching strategies are employed based on knowledge of the students' needs. Tasks are designed and adapted to ensure that they will challenge all students, whatever the level at which they are working. All lessons must have opportunities for **ALL** students to experience success and demonstrate learning and progress.

In order to achieve this, we adhere to the following principles:



- Curriculum Plans are shared with the students – short term (lesson), medium term (topic/unit) and long term (course objectives). In every lesson, students should be able to articulate:
  - What they are learning
  - Why they are learning it
  - How to be successful in meeting the objective
- Seating plans include information regarding all student's current working grades, end of key stage target grade, professional predicted grades, SEN status, CLA, prior attainment band, EAL and PP information and are in place for every lesson.
- Teaching strategies should aim to meet individual student needs, in the context of the class demographic, ensuring all students are capable of demonstrating progress.
- Lesson plans are pre-designed and quality assured to challenge and support all groups of students within a class.
- Lesson planning includes stimulating resources, which are adapted to all student's needs, and provide pace and challenge for all.
- Curriculum mapping demonstrates age related skills that are expected at the end of each key stage to prepare students for the next step in their education.
- Schemes of learning are clear and show the progression of skills and knowledge, including the core basic skills.
- Curriculum areas are familiar with students' prior learning before teaching new tasks.
- Key questions (including "The Big Question") are explicit in the planning, promoting higher order thinking.
- Lesson planning is informed by the reflection and evaluation of previous lessons and performance data.

- Teaching ensures that all students make good progress.
- Planning allows individual students grow as they progress through the school, developing; engagement in Key Stage 3, independence in Key Stage 4, and Exemplary in Key Stage 5.
- Variety within and across lessons makes use of a wide range of resources and exposes students to a range of activities that support and enhance motivation and engagement.
- Learning objectives and success criteria are planned carefully to ensure that learning is visible to the student and the teacher in the form of the "big question", which is posed to students at the beginning of every lesson.
- Homework is carefully planned as per the Homework Policy

The Buckingham School Lesson Framework: (Appendix 2)

Every lesson should:

1. Have a pre-prepared presentation
2. Which has been centrally shared
3. That has clearly labelled slides signposting students towards the part of a lesson they are experiencing, these are:

Do Now
Big Question
Key terminology and Vocabulary
Step by Step explanation
Exploration of Examples &/or Connections
Recap, Check &/or Consolidation
Guided and/or Independent Practice
Reviewing and Applying Success Criteria
If appropriate, making improvements.

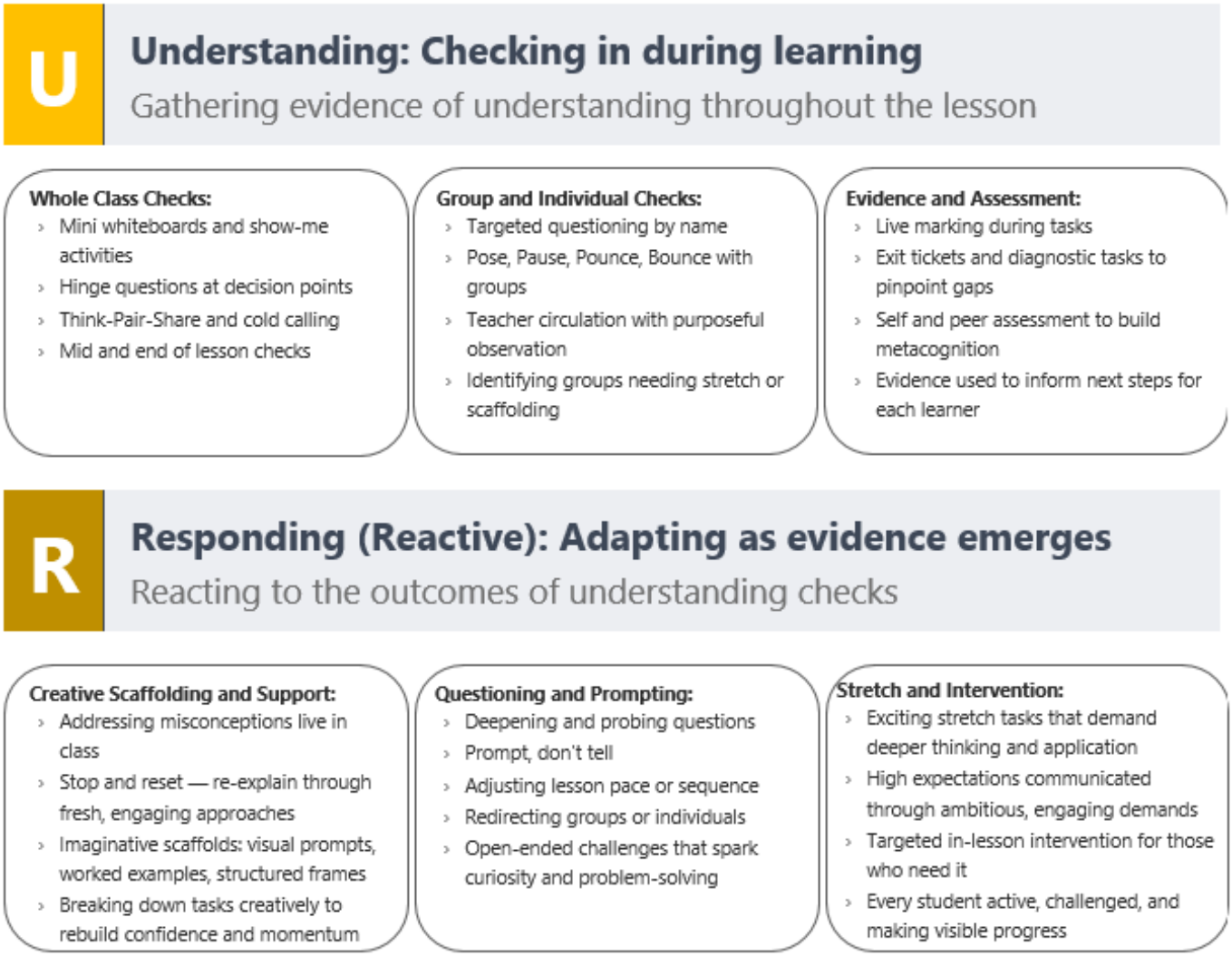
As a result:

1. Creative and Adaptive lessons that increase engagement
2. Flexible – The Framework components must be designed into lessons, but the order, difficulty, repetition or sequencing within the lesson can be adjusted to meet the needs of the class.
3. Should reflect the intent and ethos of each department
4. Collaborative – designed and constructed by TBS staff who know the subjects and students
5. Consistent – Include the framework elements above
6. Adapted to meet the needs of the student
7. Aligned with the Buckingham Way – Engagement, Independence, Exemplary
8. A valued, "unmissable" culture of learning through accessible resources
9. Provides structure, not restriction
10. Reduced workload, (Time spent on how best to deliver content, not what content to deliver, and not both at the same time).

Feedback

Teachers use a range of techniques to systematically check students' understanding throughout lessons and units of study. Whilst teachers may anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, teachers are also ready to adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved. Students address feedback in dedicated response time to close the loop on their learning

In order to achieve this, we adhere to the following principles:



- Teachers assess students' knowledge and understanding regularly throughout the lesson and not just at the end.
- Teachers frequently refer to learning objectives and success criteria at relevant points in the lesson
- Teachers should ensure that they are responsive to emerging student needs, using opportunities to explore misconceptions, encourage students to ask and answer questions, watch and listen to student thinking and form a sense of the progress being made. Learning conversations, one to one feedback and check ins/mini plenaries are used to ensure that learning is visible to the teacher and the student
- Teachers use active questioning techniques to support differentiation and address misconceptions
- Teachers ensure that summative assessments are carried out regularly using departmental standardised mark schemes. The marking of these is moderated regularly through department meetings
- Verbal and written feedback shows excellent subject knowledge
- Teachers give clear feedback regarding which areas of the success criteria and learning objectives have been met, next steps on how to improve and assessment grades are given when marking summative assessments
- Students have opportunities to act on written feedback and improve their work accordingly
- The presentation of student work is monitored to ensure that it shows pride in their work
- All departments follow the School philosophy on assessment and feedback, and where appropriate add more department bespoke strategies:

CRAFT Feedback Approach:
CRAFT (Corrections, Reflections and Acting on Feedback Time) is embedded within the teaching and learning cycle to ensure that feedback has a meaningful impact on student progress. Teachers plan opportunities within learning sequences for students to engage with and respond to feedback through guided practice, using strategies such as Whole-Class Feedback, self-assessment, peer assessment and teacher assessment. Feedback is clear, actionable and focused on improvement, enabling students to identify misconceptions, make corrections and deepen their understanding. Through structured reflection, students develop awareness of learning intentions, success criteria and their own performance, strengthening metacognitive skills and schema development. Students are expected to act on feedback through purposeful improvement activities, including redrafting, revisiting learning, rehearsing key knowledge and skills, re-testing understanding, and undertaking further research, ensuring feedback becomes an active and integral part of the learning process.

The Philosophy:
Exam Units (A level, BTEC and GCSE): Every student will receive and respond to one piece of written teacher, peer and self-assessment per term. The feedback and response will be clearly evidenced in books/folders

Coursework (Aleve and GCSE): Every student will have their work teacher assessed once per term in line with JCQ guidelines, peer and self-assessment will be used as and when appropriate

BTEC Coursework Units: Units will be marked in line with BTEC assessment plans

KS3 classes will receive and respond to one piece of teacher, peer and self-assessment per term except in Humanities, Technology, Art and Computer Science who will complete a piece of peer, self and teacher assessment every 2 terms. Lessons in PE and PA will receive verbal feedback on an ongoing basis.

Verbal feedback will be used across every department at every given opportunity, it is optional whether this is recorded in books/folders

The Practice:
To ensure consistency all teacher assessment needs to be done in green, peer and self in purple, and all responses in purple pen, but must be titled as Response to Teacher/Peer or Self-Assessment

Lost Learning:

The Buckingham School recognises that there may be occasions where students miss learning, but have the expectation that any missed learning must be caught up. Teachers play a vital role in identifying and responding to learning gaps caused by absence, disruption, or other barriers.

Teacher Responsibilities:

1. **Identification of Lost Learning:**
    - Regularly use formative and summative assessment to identify gaps.
    - Prioritise key knowledge and skills essential for curriculum progression.
2. **Planning for Recovery:**
    - Ensure all lesson resources are accessible to students via the Google Classroom
    - Adapt teaching to include retrieval practice, scaffolding, and consolidation tasks.
    - Use seating plans and questioning to support those with identified learning loss.
3. **Targeted Support:**
    - Provide structured interventions during lessons or through small-group sessions.
    - Liaise with the SEND and Pupil Premium teams where relevant.
4. **Use of Data:**
    - Engage with school tracking systems (Pupil Progress), to monitor student progress.
    - Record and act upon assessment outcomes to adjust planning.
5. **Communication:**
    - Share concerns about persistent gaps with the student, parents, curriculum leaders and pastoral staff.
    - Inform parents/carers of strategies to support learning at home when appropriate.

Monitoring and Evaluation:
Curriculum Leaders and SLT will review departmental responses to lost learning through lesson observations, data analysis, and pupil voice to ensure consistency and impact.

THE BUCKINGHAM SCHOOL CORE EXPECTATIONS OF CLASSROOM PRACTICE

There are TBS core WALKTHRUS that are organisational priorities and all staff must strive to embed at a high standard. These are:

To foster Positive Relationships (Walkthru's Page 36) : Communicate norms around clear roles and boundaries, communicate kindness, learn names and use them, combine assertiveness with warmth and always be the adults
To Establish School Expectations (Walkthru's Page 39): Share the school expectations, talk through these expectations, reinforce the expectations, redirect, correct or challenge and sustain your expectations
To Rehearse Routines (Walkthru's Page 45): Share the school routines and design departmental routines, walk through each routine, teach the signals, make routines routine and refresh or reboot

In the classroom, before teaching and learning can begin, there are key basic expectations that allow successful lessons to take place. To embed the School Expectations and Rehearsed Routines these standards need to be met by staff and students:

Classroom Routines

Start & Entry
- You will be greeted by the teacher and enter the room in silence when the teacher is ready
- You will be equipped to learn
- You will complete a 'Do Now' task whilst register is taken
- "Big Picture" and Lesson Goals (The Big Question) are shared

Setting and Completing Tasks
- Tasks will be clearly explained to you
- Your understanding will be checked
- The Nature of the activity will be clearly communicated: You will work in silence for individual tasks, only speak to you partner for paired tasks and only group members in group tasks
- Details of the activity will be clearly explained and success criteria given.
- Outcomes and Timings are shared and reminders given
- You will complete tasks to the best of your ability

End and Exit
- Your learning will be reviewed and celebrated
- Your learning is connected back to a 'Big Picture'
- You will leave the learning space immaculate
- You will wait behind chairs in silence
- You will be dismissed one row/table at a time when the corridor is clear of other student

In order to upskill our staff, high-quality CPD is provided to ensure all staff meet or exceed their career-stage expectations in teaching and learning. To achieve this, we have designed a CPD programme around Walkthrus, evidence-based pedagogy that is fundamental to effective teaching and learning. This will form the basis of our whole-school CPD model that seeks to improve the effectiveness of our teachers in the classroom.

Quality Assurance of:	Methodology:
Leadership: *Leadership is the act of guiding and directing a group or the school towards achieving a common vision. It involves inspiring, motivating, and influencing others to contribute to the success of The Buckingham School (TBS).*	Develop the 3 key leadership behaviours as defined in the TBS Leadership Model (Commitment, Improvement and Legacy), across the school Refer to them/reinforce them publicly at every opportunity Provide individual coaching opportunities to develop these at group level (e.g. SLT, LP, CL, HOY) Celebrate when they are done
Management: *Management is the process of planning, organising, and controlling resources, including people, finances, and materials, to achieve TBS' goals efficiently and effectively. It involves coordinating and overseeing the work of others to ensure that TBS' objectives are met.*	Adhere to timescales for agenda and minute production and distribution Agree centralised agenda items and provide CPD on how to apply, focus on SEN/PP Script as many Line Management conversations as possible, whilst maintaining authenticity in line with coaching philosophy, focus on SEN/PP Develop coaching capabilities of Line Managers
Curriculum: *The curriculum is a comprehensive framework outlining the educational content and learning experiences provided by TBS. It encompasses the subjects, topics, and skills that students are expected to learn.*	Audit curriculum intent, ethos careers, journey and schemes of learning Departments have tailored DIP objective based on outcome of audits Audit classroom level curriculum delivery including PowerPoints and resources, focus on SEN/PP which is quality assured before delivery
Teaching & Learning: *Teaching is the act of imparting knowledge, skills, attitudes, and values to learners. Learning is the process by which individuals acquire new knowledge, skills, attitudes, and values.*	Focus on one WALKTHRU until embedded, focus on Key/Vulnerable students, (SEN/PP/HPA) 1 pre-arranged lesson visit per term Both observers meet to standardise feedback points prior to coaching Coaching meeting following every visit conducted by department leader All lessons are pre-prepared, centrally shared, follow the Lesson Framework, and have been quality assured by departmental leadership.
Behaviour/Relationships: *Behaviour refers to the actions, reactions, and conduct of individuals in response to internal and external stimuli across the school. Relationships refer to the connections and interactions between individuals or groups across the school.*	Lesson visits are conducted by SLT and non-core LPs, and aim to prevent any negative behaviours and maintain the positive culture. This consists of School Leaders visiting classrooms and reinforcing the school wide expectations by asking "Is everyone demonstrating the core choices to a high degree?" They address any concerns if necessary and should take preventative measures if they judge this necessary, or students can go to the removal room.

Quality Assurance: The process to make high quality outcomes as likely as possible

Quality Control: The process of determining the level of impact of the Quality Assurance systems and identify steps to further enhance 5 key areas of Leadership, Management, Curriculum, T&L and B&R.

Quality Control of:	Methodology:
Leadership	Provide opportunities for self-reflection on Leadership behaviours defined in the TBS Leadership Model Generate key areas of strengths and development and feed into QA cycle
Management	Review of line management minutes DIP and SEF reviews
Curriculum	Audit curriculum plans to ensure aligned with need indicated by trends in results, student numbers, behaviour statistics, T&L QA and other relevant information Audit whole unit PowerPoints and resources to determine appropriateness and potential to meet the needs of all students Generate key areas of strengths and development and feed into QA cycle
Teaching & Learning	Departmental Leaders quality control the 6 areas of WALKTHRUS and are closely monitored through structured Line Management meetings. This will be done by regular learning visits that give snapshots of the student experience in terms of the 6 areas (explaining, modelling, questioning, feedback, practice and retrieval). There will especially be a focus on PP and SEN experience at these points. To enhance curriculum leadership and ensure alignment with whole-school priorities, Lead Practitioners for Quality Assurance and CPD will meet Curriculum Leaders, (and Core Lead Practitioners during their core subject meetings), to determine support needed and impact of previous actions taken. These focused coaching conversations will strengthen consistency across subjects, evaluate the impact of actions and support ongoing curriculum and teaching development.
Behaviour/Relationships	Behavioural and House Point data emailed to CLs, LP QA and SLT on a weekly basis to be analysed by curriculum leaders and actioned
Student Voice: *Student Voice refers to the perspectives, insights, and active participation of students in the decision-making processes within TBS.*	LP of QA and Heads of Year will co-ordinate a targeted survey per year group and will happen for all year groups across the year. They will be at key times for key year groups: • Years 7,10 and 12 Settling in Survey • Years 8 and 9 Engagement Survey • Years 11 and 13 Quality of T&L Survey

Quality Assurance Schedule:

Term 1:
QA of Curriculum (Exam Analysis Meetings)
QA of Curriculum (Department Improvement Plans - Post Exam Review)
QA of Performance Management (Objective Setting)
QC of Performance Management
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Student Voice – (Year 7, 10 and 12 Settling in Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 2:
QA of Curriculum (Autumn Assessment Analysis Meetings)
QA of Department Improvement Plans (1st In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Student Voice – (Year 8 and 9 Engagement Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 3:
QA of Performance Management (Mid-year Reviews)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Student Voice – (Year 11 and 13 Quality of T&L survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 4:
QA of Curriculum (November Assessment Analysis Meetings)
QA of Curriculum (Department Improvement Plans - 2nd In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 5:
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits
QA of QA and QC processes

Term 6:
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Curriculum (Curriculum Audit)
QA of Curriculum (Department Improvement Plans)
QA of Leadership (LMM and External QA)
QA of Management (Agenda, Minutes and coaching style)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Attitude to Learning
The minimum we expect of students is Committed, shown below as grade 2 in our ATL scores. Our ATL grades for dedicated, committed, compliant and reluctant are outlined below:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

Links with other Policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Assessment and Feedback Policy and departmental marking procedures
- Behaviour for Learning Policy
- SEND Policy and information report
- Equality and Community Cohesion Policy

Appendix 1

Quality Assurance – Governor Involvement.

Listed below is the schedule of QA activities to be conducted this academic year. A Governor is to be appointed to work directly with each subject area, and to conduct two meetings per academic year with the Curriculum Leader to discuss the following:

- Department Improvement plan. To discuss the rationale, progress towards it, success and limiting factors
- Curriculum SEF Scorecard review. To discuss the strengths and development areas of the curriculum intent, implementation and impact.
- Departmental QA and QC findings. The CL to discuss with their allocated Governor their QA and QC findings, and steps taken to develop further or address concerns.
- An opportunity for the CL to raise any concerns or positive feedback directly to the Governing Body.

Illustrated bellow is the scheduled QA activities that we would welcome Governors to observe and support with. Predominantly these include our planned External QA visits. Experts from local schools, and where appropriate, external parties such as our School Improvement Advisor, will be visiting allocated subjects to QA our own judgements, and provide additional support and recommendations.

There are a number of ongoing QA activities where a Governor visit is not required, or in many cases appropriate, these are highlighted green, (To be reported to Governors). Findings from these activities will be reported back to Governors in the appropriate meeting following the QA activity.

Proposed Timetable for visits – Specific dates to be agreed with the Curriculum Leader:

Term 1	English & Math's
	Science, Computing
Term 2	Geography, History
	Performing Arts
Term 3	MFL
	Business
Term 4	English & Math's
	Science
Term 5	Philosophy & Ethics
	Art and PE
Term 6	Technology
	Personal Development & Social Sciences

Quality Assurance Schedule:

Term 1:
QA of Curriculum (Exam Analysis Meetings)
QA of Curriculum (Department Improvement Plans - Post Exam Review)
QA of Performance Management (Objective Setting)
QC of Performance Management
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 7, 10 and 12 Settling in Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 2:
QA of Curriculum (Autumn Assessment Analysis Meetings)
QA of Department Improvement Plans (1st In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 8 and 9 Engagement Survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 3:
QA of Performance Management (Mid-year Reviews)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Student Voice – (Year 11 and 13 Quality of T&L survey)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

Term 4:
QA of Curriculum (Mock Exam Analysis Meetings)
QA of Curriculum (Department Improvement Plans - 2nd In-year Review)
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Behaviour and Relationships – Pulse Checks

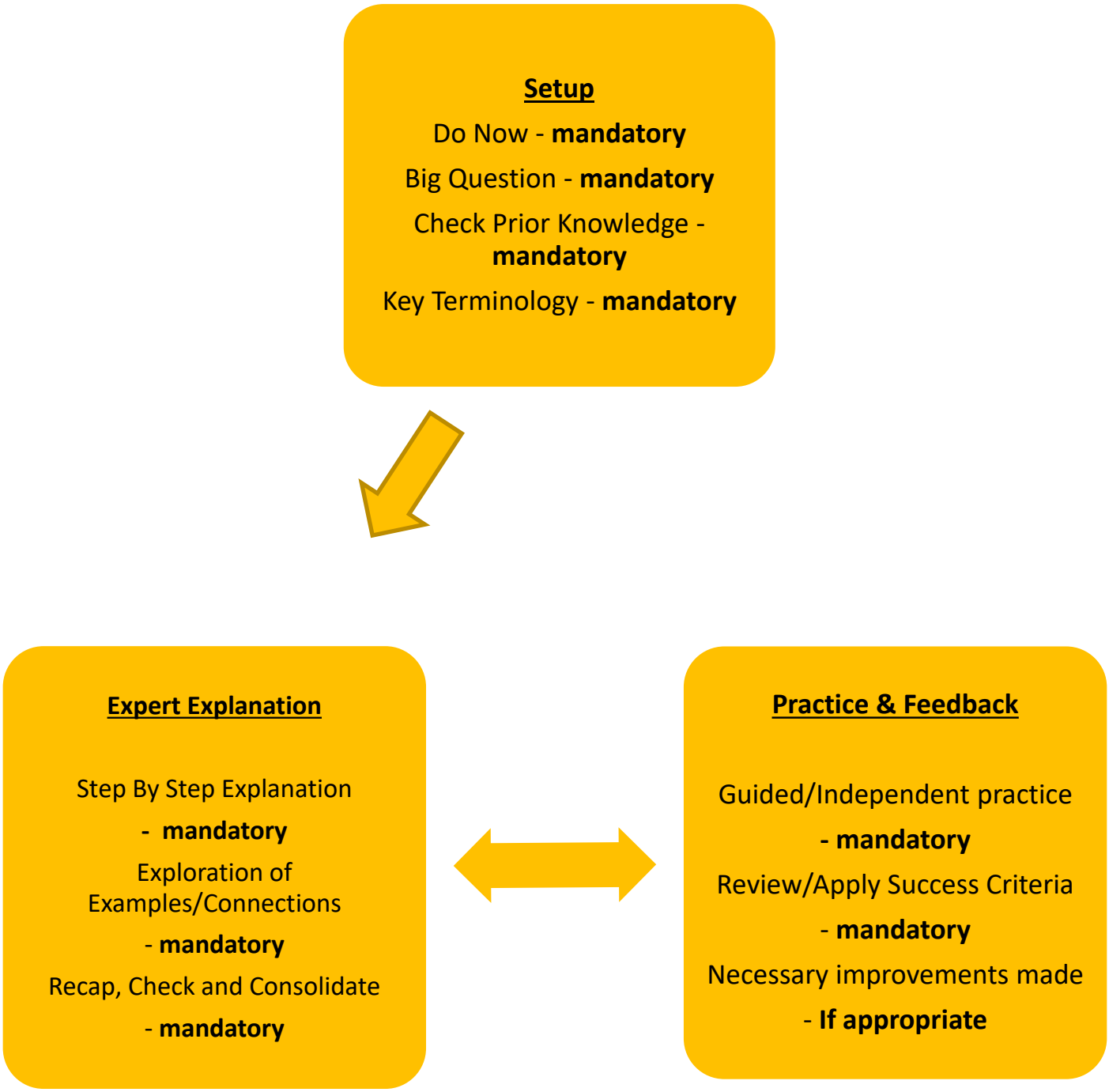
Term 5:
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)
QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Leadership (LMM and External QA)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits
QA of QA and QC processes

Term 6:
QA of Teaching and Learning (Pedagogical Development Focus) (T&L Team)
QC of Teaching and Learning (Pedagogical Development Focus) (Department Leaders)

QC of Teaching and Learning (Pedagogical Development Focus) (SLT)
QA of Curriculum (Curriculum Audit)
QA of Curriculum (Department Improvement Plans)
QA of Leadership (LMM and External QA)
QA of Department priorities as agreed with Lead Practitioner of QA/CPD/CL/(Subject LP Maths, English, Science), through learning visits

To be reported to Governors

Appendix 2: The Buckingham School's Lesson Framework



*labels can be combined for slides that serve more than one purpose e.g. Explanation and Examples

The vast majority of lessons are in 3 distinct sections:

Setup Expert Explanation Practice

The Setup

WHAT	HOW	WHY
Do Now	These can be based on: Retrieval of prior learning Hook for the upcoming lesson/topic Core 4 revision techniques DNA Shared	To engage students instantly and embed early learning routines
Big Question Checking Prior Knowledge	A big question that is open and thought provoking is shared The classes prior understanding of this is checked and explored	To pique curiosity and engagement
Key Terminology and New Vocabulary shared	Applying strategies for defining, explaining, and contextualising key language needed to understand the lesson	To be able to define and apply key terminology throughout the lesson and subsequently

The Expert Explanation

Step By Step Explanation	Explanation aims to answer the Big Question Cement the abstract and the concrete 'Live Modelling' **can** be used, for example for complex explanations or where multiple misconceptions occur	To provide an expert and precise explanation of the content being taught
Exploration of Examples Connections	Explore abstract models and specific concrete examples Explain further related questions with examples and scenarios of the same type	To make further applications and connections to the wider subject curriculum and across the broader curriculum
Recap, Check and Consolidate	Apply carefully selected WALKTHRUs to Recap, check and consolidate learning	To ensure misconceptions are corrected prior to moving on

The Practice & Feedback

Guided and/or Independent or paired practice	Explore Success Criteria Share DNA	To apply the knowledge using a set of skills
The Success Criteria are reviewed and applied	Generate feedback and share with class using appropriate teacher/self/peer input	To gain an understanding of students understanding of The Big Question

If appropriate:

Improvements are made	Students make improvements based on this Act on feedback in lesson or subsequently if necessary	To provide insight into strengths and areas to potentially develop further

*These lessons don't need to be on a PowerPoint: outdoor lessons, lessons in a room without a projector ** These lessons don't need use the framework: coursework production lessons and assessments

Appendix 3: Adaptive Teaching at TBS, (SPUR)

U Understanding: Checking in during learning

Gathering evidence of understanding throughout the lesson

Whole Class Checks:
- Mini whiteboards and show-me activities
- Hinge questions at decision points
- Think-Pair-Share and cold calling
- Mid and end of lesson checks

Group and Individual Checks:
- Targeted questioning by name
- Pose, Pause, Pounce, Bounce with groups
- Teacher circulation with purposeful observation
- Identifying groups needing stretch or scaffolding

Evidence and Assessment:
- Live marking during tasks
- Exit tickets and diagnostic tasks to pinpoint gaps
- Self and peer assessment to build metacognition
- Evidence used to inform next steps for each learner

R Responding (Reactive): Adapting as evidence emerges

Reacting to the outcomes of understanding checks

Creative Scaffolding and Support:
- Addressing misconceptions live in class
- Stop and reset — re-explain through fresh, engaging approaches
- Imaginative scaffolds: visual prompts, worked examples, structured frames
- Breaking down tasks creatively to rebuild confidence and momentum

Questioning and Prompting:
- Deepening and probing questions
- Prompt, don't tell
- Adjusting lesson pace or sequence
- Redirecting groups or individuals
- Open-ended challenges that spark curiosity and problem-solving

Stretch and Intervention:
- Exciting stretch tasks that demand deeper thinking and application
- High expectations communicated through ambitious, engaging demands
- Targeted in-lesson intervention for those who need it
- Every student active, challenged, and making visible progress

Equity over uniformity

Meeting need does not mean giving everyone the same thing. Adapt to what each learner requires.

High expectations for all

Adaptation should never lower the ceiling; only raise the floor. Every learner is challenged.

"When we say Success for All, we really do mean All."