

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



TEACHING AND LEARNING POLICY

Policy written by:	SLT Lead for Teaching and Learning
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Newport Girls' High School Teaching and Learning Policy

Aims and Intent

To ensure outstanding teaching and learning that enables all students to achieve their full potential academically, creatively, and physically. We believe excellent teaching is the key driver of student success and are committed to continuous professional development.

N – Nurturing a Love for Learning

- Deliver engaging, enjoyable lessons that foster a love of learning that extends out beyond the classroom and curriculum.
- Include varied activities to deepen understanding.
- Promote sustained progress through a broad, balanced curriculum.
- Develop independent thinking, metacognitive skills, and lifelong learning habits.
- Use adaptive teaching strategies, including scaffolding and high expectations for all.
- Incorporate evidence-informed practices such as retrieval practice to support long-term memory.

G – Growing Professional Practice

- Involve all staff in refining classroom practice collaboratively.
- Facilitate professional dialogue and sharing of strategies and resources.
- Showcase the strengths of different staff.
- Use educational research (e.g., Rosenshine's Principles, metacognition, adaptive teaching) to inform practice.
- Allocate time for joint planning, reflection, and peer learning.
- Promote personalised development pathways aligned with school priorities.
- Support collaboration within and beyond the school through networks.

H – High Standards through Quality Assurance

- Conduct a range of QA activities: lesson observations, book scrutiny, and pupil voice.
- Use triangulated evidence to identify strengths and areas for development.
- Provide leaders with robust assessments of strengths and next steps for individuals and teams.
- Ensure consistency in implementation.
- Monitor the implementation and impact of school policies and initiatives.
- Focus QA on curriculum design, delivery, and outcomes.
- Foster a transparent, developmental approach that encourages professional dialogue.

S – Supporting All Learners

- Use adaptive teaching within lessons to meet the needs of all learners.
- Maintain appropriate pace and challenge, with support and encouragement.
- Ensure teaching is inclusive and adaptive to individual needs.
- Build a culture where every student is supported to achieve their potential.
- Use assessments and data to ensure consistent pupil progress with timely intervention and scaffolding.

Roles and responsibilities

Role	Responsibilities
Classroom teacher	- Plan and deliver outstanding lessons; reflect and improve; engage in professional groups; share good practice; use research to refine strategies; engage with research to refine teaching strategies
Middle Leaders	- Promote teaching excellence in faculties; lead QA; support teacher development; share practice internally and externally.
Senior Leadership Team	- Lead whole-school teaching strategy; provide opportunities for sharing good practice, ensure consistency; support middle leaders; monitor quality; review policy regularly.
Trustees	- Support strategic direction; monitor quality; stay informed on pedagogy through research.