



WAKEFIELD GIRLS' HIGH SCHOOL

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VALIDITY – Policies should be accessed via Firefly to ensure the current version is used.

CHANGE RECORD - REVIEW PERIOD ANNUALLY

Version	Date	Change details
V1.03	Sept 2023	Update Judith Tingle, Deputy Head Academic, Sam Rowley Director of Junior Section
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V1.05	Sept 2025	Update Sarah Duerden-Brown and Angela Eggleston

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WGHS Teaching and Learning Policy

1. Purpose of the Policy

The purpose of this policy is to outline the guidelines for the arrangements that have been made by Wakefield Girls' High School (WGHS) related to Teaching and Learning.

1.1 Related Policies and Guidance

- [WGSF Behaviour Policy](#)
- [WGSF SEND Policy](#)
- [WGHS Marking Policy \(Junior Section\)](#)
- [WGHS Marking and Assessment Policy \(Senior Section\)](#)

2. Policy Aims

This policy aims to:

- Outline the teaching and learning arrangements at WGHS.
- Outline the philosophy upon which our teaching and learning are based.

3. Introduction and Overview

The school's academic aim is for each pupil to develop a love of learning and fulfil their academic potential in an inspirational and distinctively girl-centred learning environment. The focus is on the golden thread is on the joy of learning

Effective teaching and learning is essential for the successful delivery of the curriculum and its aims. Since the start of the academic year 2022-2023, the school adopted a teaching and learning philosophy centred on the 'Teaching WalkThrus' (Tom Sherrington). WalkThrus are based on Rosenshine's 10 principles of instruction and are a selection of more than 150 evidence based teaching and learning strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. Staff are involved in discussions and decision making regarding which of the WalkThru 'clusters' - a set of techniques - will be of specific interest and focus for their department. These decisions are reviewed regularly and positive developments built upon.

In 2025-2026, in preparation for Teaching and Learning across Queen Elizabeth's School, we have adopted a teaching and learning philosophy centred on six 'Key Principles': **Retrieval practice, Questioning, Collaborative Learning, Scaffolding, Modelling and Feedback**. These 'Key Principles' are supported using 'Teaching WalkThrus'.

Staff are regularly involved in discussions on curriculum development, assessment, homework, and the provision for individual needs through the whole school, Heads of Department, and departmental meetings. We aim to create a challenging learning environment for learners of all styles, backgrounds and abilities. Learning is celebrated through a comprehensive system of rewards (see the [WGSF Behaviour Management Policy](#)). Pupils have a clear voice on teaching and learning through subject and pastoral student voice and in discussions through the Student Teaching and Learning Committee.

Across all stages of the Wakefield Grammar School Foundation (WGSF) we have a collaborative approach to the delivery of high quality education. This is outlined in the School's [Provision for all](#)

document which considers the Learning Environment, Learning Culture, Learning Expectations, Learning Dialogue and Learning Opportunities. Teaching is adapted to meet the needs of all learners with staff ensuring specific strategies are in place along with pupil adjustments.

4. Planning and Preparation

All teachers are expected to:

- Plan effectively to achieve progression in learning within the schemes of work of the department.
- Set high expectations, building on prior attainment and knowledge of the individual needs of pupils.
- Be aware of any specific needs within the group and plan differentiated work accordingly.
- Prepare well-produced material well in advance of the lesson.
- Set clear objectives at the beginning of the lesson which are understood by the girls.
- Plan a well-structured, well-timed lesson with a review at the end.

5. Teaching and Learning Methods

All teachers are expected to:

- Provide challenge in lessons through a variety of teaching strategies.
- Use a variety of activities and questioning techniques to ensure opportunities for a range of learning styles to be met.
- Using a range of learning resources including ICT where appropriate.
- Show a good subject knowledge and understanding and communicate enthusiasm for the subject.
- Provide opportunity for the development of language, numeracy and ICT skills as well as independent and collaborative study skills needed for effective learning.
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development.
- Link lesson content to previous teaching and learning.
- Draw from the ideas and experiences of students within the class.
- Ensure instructions and explanations are clear and specific.
- Involve all students, listen and respond as appropriate.
- Encourage high standards of effort, accuracy and presentation.
- Monitor and assess understanding throughout the lesson by the use of questioning.
- Recognise mistakes and misconceptions and use these constructively to facilitate learning.
- Assess written work regularly and accurately and give positive feedback including targets and guidance on how to improve.
- Use homework effectively to reinforce and extend learning.

6. Strategies for Ensuring Progress and Continuity

Planning is a process in which all teachers are involved.

Current practice is updated and added to by regular meetings of subject teams. Minutes are kept and shared with the Senior Leadership Team (SLT) to ensure continuity. Heads of Department have the opportunity to meet with the Director of Curriculum both individually and on a fortnightly group basis.

Schemes of Work are constructed for all Key Stages in each individual subject. These are developed and continually reviewed by subject co-ordinators in consultation with other staff that teach the subject and the Director of Curriculum.

Teachers' marking is monitored to ensure consistency and adherence to the school's expectations.

Regular staff meetings are used to discuss various aspects of the curriculum and to ensure that there is a consistency of approach and standards.

Heads of Department (HoDs) have a variety of roles in the Teaching and Learning process:

- Take the lead in policy development and production of Schemes of Work, which should be designed to ensure progression, continuity and appropriate topic coverage throughout the school.
- Support colleagues in their development of detailed lesson plans, ways to implement the Schemes of Work and help with assessment and recording methods within their subject.
- Ensure the department's Firefly pages are reviewed to accurately reflect the resources needed to support their schemes of work.
- Sampling of work to ensure continuity and curriculum coverage.
- Monitor progress as well as teaching and learning within their subject and advise the Head and SLT of any action or initiatives that they hope to implement.
- Take responsibility for the ordering and purchasing of resources for their subject(s) and manage their budget accordingly.
- HoDs are given time to allow them to support and monitor colleagues in the classroom, including conducting formal lesson observations as well as mentoring and coaching opportunities.
- Advise on relevant INSET courses for teachers of their subject.
- To keep up to date with current and new initiatives, resources or INSET courses relevant to their subject area.
- The HoD/Learning Champion completes lesson 'drop-in's' which are then discussed via Instructional Coaching in Team meetings during assembly time on an iterative cycle. Best practice is shared with a focus on staff and student outcomes. The Director of Teaching and Learning, Professional Skills Coordinator and members of the SLT also drop in to lessons with a particular focus and provide feedback.
- Heads of Department are encouraged to evaluate the teaching and learning in their subject and suggest/provide appropriate Continuing Professional Development (CPD) to maintain high standards. All staff are expected to reflect on their own strengths and areas for development, and are encouraged to make suggestions for their own CPD.
- Cross phase continuity is being developed by arranging meetings with subject co-ordinators in KS2 and KS3.

Reporting to parents is done regularly, via the Firefly Learning Platform, in the Autumn and Summer terms and at the end of the academic year. Parents are asked to attend at least one 'Parents' Evening' in the school year. Parents' evenings are held in person after school hours. Parents may meet their daughter's teacher(s) by appointment at any other time to discuss particular concerns. The school may initiate the above process as well as the parents.

Pupils and staff act together to establish an attractive, welcoming and well organised environment that shows respect, care and value for all resources. Subject-specific resources are the responsibility of the Head of Department, each of whom has a budget available.

Time is a valuable resource - to make the most of it:

- As children progress through the school they are encouraged to take greater control of their own time management, including learning i.e. at KS4 pupils use the learning platform 'GSCE Pod' once a week in Form time to increase their knowledge and understanding of GCSE subjects.
- Teachers ensure that tasks are made specific and have a clear definition of an expected completion, reducing time wasting.
- All pupils are encouraged to engage in useful activities immediately on entering the classroom and know what to do when a given activity is completed.
- Information Technology is a major resource that is used across the whole curriculum; each member of the school is issued with a Chromebook (Years 7-13, while Years 3-6 have ready access to class sets of Chromebooks) and associated email and Google Workspace for Education account. All teaching groups have their own Google Classroom.
- The Learning Resource Centre (LRC) is a valued resource, supervised by the Learning Hub Manager and used regularly by all pupils.

7. Adaptive Teaching

We must ensure that each pupil fulfils their potential and that the work set stretches and enthuses our pupils; we need to challenge them when they show particular ability and support them in areas which they find difficult. Differentiated learning opportunities, support strategies and quality first teaching will be employed by the subject teachers in order to aid all pupil's academic progression. To this end we need to provide quality first teaching by a variety of means:

- Access all information regarding pupils' needs with particular reference to Individual Education Plans (IEP's) if appropriate.
- On occasions, providing pupils with a range of graded tasks they can complete at their own level.
- Provide scaffolding where appropriate.
- Providing extension tasks.
- Providing additional reading material.
- Encouraging attendance at specific subject clubs or clinics – at KS4 these clinics may become compulsory.
- Ensuring individual attention and guidance in lessons where necessary.

8. Criteria for effective teaching with special reference to Sixth Form

All those indicators of good practice in teaching generally in secondary schools (effective planning and organisation, challenging tasks, informative assessment etc.) should also be evident in the sixth form. However, work at advanced level additionally needs to be underpinned by two important principles:

- Teaching should provide a bridge between pupils' learning in the structured context of KS4, and the freer demands and expectations of higher education and employment.
- Teachers should have the necessary specialist understanding and knowledge (academic and/or vocational) to ensure that students are exposed to work of scholarship and excellence.

As a consequence, the following features should be represented in good sixth form teaching when appropriate:

- Encouraging pupils to plan their own learning and critically evaluate the outcomes.
- Encouraging independent research, extended study and original thinking.
- Developing pupils' capacity to analyse, interpret and critically evaluate material from a range of primary and secondary sources.
- Developing pupils' ability to make predictions or formulate hypotheses, and test them.
- Encouraging constructive scepticism in pupils, and the preparedness to question accepted principles.
- Making use of the full range of resources and methods available for advanced level work, including ICT.
- Willingness by teachers to review regularly their materials and methodology, in the light of developments in their subject.
- Demonstrating by example the value of experiences and resources beyond the school.

9. Oxbridge

If a teacher identifies a pupil who is particularly promising in their subject and could be encouraged to consider Oxbridge application, they will discuss this with the Head of Department and notify the Head of Sixth Form.

10. Monitoring and Tracking

Data is regularly collected and reviewed to analyse pupil progress and target intervention where necessary. There is a close working relationship between the academic and pastoral staff with the Head of Years taking ownership of pupils who are identified as performing below expectations.

The Directors of Curriculum (Senior and Prep) and the Teaching and Learning Coordinator will monitor the implementation and effectiveness of this policy annually through Quality Assurance measures and report to the Head.