



The Peterborough School

Teaching Policy

Policy Reference:	Teaching Policy
Review Date:	September 2025
Reviewed by:	Deputy Head
Next Review:	September 2026
Review Frequency:	Annual



Background:

We are committed to providing a broad and balanced education consistent with the Woodard Ethos, which aims to unlock the potential of every child, taking into account their age, aptitudes and needs, including those with individual needs, and enabling them to be happy and successful adults through the acquisition of suitable skills and attributes.

Teaching at The Peterborough School aims to:

- Unlock the potential of each and every child
- inspire children of all abilities to learn and make good progress
- promote academic excellence and passion for learning
- promote and develop essential academic life skills, such as literacy, numeracy and communication skills, while promoting an enquiring mind and a capacity to think rationally and objectively
- Meet the individual learning needs of all pupils through a range of different and challenging learning opportunities
- Promote independent and collaborative learning
- Include a range of high-quality teaching approaches
- Include effective teaching strategies such as assessment for learning, feedback and learning dialogue
- provide opportunities for students to be creative, innovative and enterprising in all the major curriculum and intellectual disciplines
- prepare pupils for public examinations
- provide appropriate subject choices and option routes to suit individual learning needs
- offer an education that respects rights, dignity and individuality
- utilise a successful blend of academic tradition and technological modernity in the process of teaching and learning
- reflect the values, attitudes and ethos that makes The Peterborough School unique, and which are enshrined in the School's values, which describe collectively a holistic approach to education.

Therefore, teaching and learning at The Peterborough School:

- enables pupils of all abilities to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- demonstrates good knowledge and understanding of the subject matter being taught;
- Is supported by classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010, i.e. on the basis of protected characteristics.



The School has in place a framework for pupil performance, which is evaluated with reference to the School's own aims as provided to parents, and to national norms.

The School provides an education which enables all pupils to make progress, including pupils with Pupil Profiles and those for whom English is an Additional Language.