

Teaching & Learning Handbook 2026-27

At The Regis School, the curriculum is delivered through an evidence-informed approach to teaching and learning that draws upon research from Rosenshine, Teach Like a Champion and the Education Endowment Foundation. Lessons are carefully structured around a consistent sequence of Entry and Do Now, I Teach, We Check, You Practise, and Exit. This approach supports students to recall prior learning, acquire new knowledge in manageable chunks, practise and apply their learning independently, and receive regular feedback. Teachers continually check for understanding and adapt their teaching in real time to address misconceptions and ensure all students make progress.

A central feature of our curriculum implementation is a commitment to inclusion. Lessons are designed to be inclusive from the outset rather than adapted as an afterthought, with particular attention given to students with SEND, disadvantaged pupils and those who are academically vulnerable. Teachers use detailed seating plans, assessment information and reading data to inform their planning, while consistent routines and high expectations create calm, purposeful classrooms where students feel safe, valued and able to succeed. Literacy and vocabulary development are embedded across the curriculum, reflecting the belief that every teacher is a teacher of literacy.

Beyond the classroom, curriculum implementation is strengthened through high-quality home learning, professional development and a culture of continuous improvement. Staff engage in weekly CPD and collaborative professional learning to refine their practice, while students are supported to extend and consolidate learning through structured homework, revision and enrichment opportunities. Together, these approaches ensure that students not only acquire powerful knowledge but also develop the character, confidence and independence needed to succeed in education and later life.