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**SWEYNE PARK**  
— SCHOOL —

# Teaching and Learning Policy

**Prepared in Consultation with:** Sweyne Park School LGB

**Approved by:**

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## Vision

At Sweyne Park School, we believe that education is about equipping young people for life with skills that will enable happy fulfilled lives. Our curriculum has been developed to inspire pupils to be able to contribute to their local community and society in general and be aware of their place within the global community.

As a school, we believe that learning is the process by which pupils/students acquire and assimilate knowledge, concepts, and skills to enable them to make greater sense of the world. At Sweyne Park School we believe that ambitious learners:

- Work hard and with persistence
- Think flexibly
- Take responsible risks
- Bring correct books and equipment to lessons
- Ask thoughtful questions
- Study independently
- Listen to and learn with others

Teaching and Learning is central to our work as educators, and it is rooted in our beliefs as a UNICEF Rights Respecting School that:

Every child has the **right to an education** (Article 28 of the United Nations Convention on the Rights of the Child) and to **develop and achieve their full potential** (Article 6 and 29).

As a school we work hard to provide high quality lessons across the entire curriculum incorporating opportunities to participate in active learning, with components fostering individual skills, and other effective group interactions.

This policy aims to:

- Explain how the school will create an environment where pupils learn best
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across the school
- Promote high expectations and raising standards of achievement for all pupils/students
- Involve pupils, parents and the wider school community in pupils' learning and development

## Roles and Responsibilities

Teaching and learning at Sweyne Park School is a shared responsibility, and everyone in the school community has an important role to play. To achieve the highest levels of success staff, parents/carers and pupils/students will be mindful of their responsibilities, as outlined in the school's home-school agreement.

### Teachers

Teachers will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Build positive relationships with pupils/students as this is fundamental to successful teaching and learning
- Actively engage parents/carers in their child's learning via verbal and written means, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress via a termly progress report on Go4Schools

- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

### **Curriculum Leaders**

Curriculum Leaders will:

- Help to create well-sequenced, broad, and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand topics
- Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

### **Senior Leaders**

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils/students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Address underachievement and intervene promptly
- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

### **Pupils/Students**

Pupils/Students will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson, as outlined in the home school agreement
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

### **Parents and Carers**

Parents and Carers of pupils/students will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### **Governors**

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy
- Make sure other school policies promote high-quality teaching, and that these are being implemented

### **Planning**

All teachers should plan lessons with the Cornerstones of Teaching and Learning as their guide to what best practice looks like.

When planning lessons, teachers should consider pupils'/students' prior learning, along with their targets to ensure appropriate progress is made.

Planned lessons should be interesting, engaging, appropriate to the age, ability and course requirements of the pupils/students being taught.

### **Teaching**

All teachers should deliver lessons with the Cornerstones of Teaching and Learning as their guide to what best practice looks like.

Teachers should encourage individual, small group and whole class activities; all of which promote independent learning in a specific, deliberate and timely manner.

Positive behaviour for learning strategies, as outlined in the Behaviour Policy, should be used when teaching, to create a classroom ethos of respect where pupils/students are ready to learn.

### **Learning Environment**

When pupils/students are at school, learning will take place in a range of different learning spaces including classrooms, outdoor spaces, and subject specific rooms such as Science labs and Art rooms.

These spaces will be kept safe, clean, and ready for pupils to use them.

They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils'/students' learning

### **Differentiation**

Teaching and learning will take the backgrounds, needs and abilities of all pupils/students into account. Learning will be differentiated to cater to the needs of all pupils/students, including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Disadvantaged pupils
- Pupils that are most able

Specific support strategies that will be used include:

- Using support staff, where appropriate, effectively to provide extra support
- Working with the SEN Co-Ordinator (SENCO), pupils/students with SEND, and their parents to establish the appropriate level of support these pupils/students need to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing explicit vocabulary teaching and vocabulary organisers

For further details on specific support for pupils/students with SEND refer to the inclusion policy.

### **Home Learning**

Home learning will support pupils/students to review learning, which has taken place in lessons and provide an opportunity to prepare for future learning

All home learning will be made available on Show My Homework (SMHW) and set according to the published home learning timetable.

Home learning will be reasonable in challenge and its purpose will be clearly outlined alongside each task.

### **Feedback**

Feedback (written, verbal or non-verbal) will provide strategies for pupils/students to improve and help teachers with their planning and next steps for learning.

Feedback will clearly explain to pupils what they're doing well (What Went Well) and what are the next steps (NS) to get to the next grade/level.

At Key Stage 3 there should be at least 1 piece of written feedback per half term for subjects taught once a week. For subjects taught more than once a week, there should be at least 2 pieces of written feedback per half term. At Key Stage 4/5 there should be at least 2 pieces of detailed feedback per half term. To ensure consistency, curriculum maps will identify which pieces of work will include written feedback.

For further details about feedback refer to the feedback expectations policy.

### **Assessment and Reporting**

Pupils'/students' progress will be tracked using a combination of ongoing formative assessment and formal summative assessment.

Pupils/students and their families will receive a termly written reports to communicate progress. For further details about assessment refer to the assessment policy.

### **Monitoring and Evaluation**

Teaching and learning will be monitored to make sure that all pupils/students make the best possible progress from their starting points.

Senior teachers, curriculum leaders and key stage coordinators will monitor and evaluate the impact of teaching on pupils'/students' learning through:

- Conducting learning walks and lesson observations
- Work/Book scrutiny
- Curriculum reviews
- Pupil/teacher voice

### **Review**

This policy will be reviewed every year by the Assistant Headteacher responsible for Teaching and Learning. At every review, the policy will be shared with the full governing board.

### **Links with Other Policies**

This policy links with the following policies and procedures:

- Assessment Policy
- Behaviour Policy
- BRIEF
- Curriculum Intent
- Feedback Expectations Policy
- Home-school Agreement
- Inclusion Policy