

— THE —
SWEYNE PARK
— SCHOOL —

Teaching and Learning Policy

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

Approved by:

Last Reviewed on: **September 2024**

Next Review by: **Autumn 2025**

Contents

	Page No.
Vision	3
Roles and Responsibilities	3
Planning	5
Teaching	5
Learning Environment	5
Home Learning	6
Feedback	6
Assessment and Reporting	6
Monitoring and Evaluation	7
Review	7
Links with Other Policies	7

Vision

At Sweyne Park School, we believe that education is about equipping young people for life with skills that will enable happy fulfilled futures. Our curriculum has been developed to inspire pupils to be able to contribute to their local, global and social communities by centering learning in an environment of respect

Our vision for teaching is centered on consistent high expectations for all learners no matter what their ability by ensuring that teachers plan for progress, frequently assess understanding and use this information to adapt taught content for all learners.

As a school, we know that learning is the process by which pupils/students acquire and assimilate key knowledge, concepts, and skills to develop schema that allows them to make greater sense of the world.

At Sweyne Park School we develop ambitious learners and teach character education through our acronym of RESPECT:

Resilience
Empathy
Self-awareness
Perseverance
Emotional intelligence
Courage
Truthfulness

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 of Teaching (see appendix 1.a), 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 of Teaching, 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
- Facilitate 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 of Teaching, 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 of Teaching, 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 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 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

Adaptive teaching

Teaching and learning will take the backgrounds, needs and abilities of all pupils/students into account. Teaching will be adapted to cater to the needs of the widest range of pupils/students, ensuring access to all students including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Disadvantaged pupils

Specific support strategies that will be used include:

- Quality first teaching for all students (e.g. flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology to support those with SEND, scaffolding)
- Creating positive and inclusive environments
- 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 knowledge 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 SatchelOne and set according to the published homework guidelines.

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

Feedback

Feedback is a central part of any teacher's role. It is information given to pupils/students about their performance that aims to improve learning and move it forward. The Teachers' Standards states that teachers should 'give pupils regular feedback both oral and through accurate marking and encourage pupils to respond to the feedback.' The Education Endowment Foundation has found feedback studies show very high effects on learning.

Feedback at Swayne Park School can take different forms. It can be written, verbal or non-verbal. It can be through assessments, pupil/student work, verbal contributions, home learning and it can come from a teacher or from peers.

Effective feedback according to Hattie and Timperley (2007) is “clear, purposeful, meaningful and compatible with students’ prior knowledge, and provides logical connection.”

1. Aims of Feedback at Swayne Park School

1. To help pupil/student progress;
2. To provide strategies for pupils/students to improve;
3. To inform teacher planning and next steps for learning;
4. To give pupils/students time (in class or at home) to reflect upon their learning and put in effort to make improvements (Improvement and Reflection Time: IRT);
5. To encourage a dialogue (written, verbal or non-verbal) between pupils/students and teacher;
6. To correct mistakes, with a focus on literacy skills.

2. Principles

These feedback expectations aim to promote consistency and high standards of feedback across Swayne Park School. There are common approaches that all teachers across all subjects will need to follow, to ensure that students are given the same opportunities to move their learning forward.

The general principles are:

1. Feedback should be given to students proportionate to curriculum time, so they can actively engage with the next steps;
2. Improvement and reflection time (IRT) should be built into lessons (via whole class feedback) to allow students to think and respond to the feedback given;
3. Where possible, teachers should make use of in-class feedback, whilst students are undertaking a task to support the identification of common mistakes and give the whole class timely and immediate feedback;
4. Where appropriate, students should be encouraged to participate in self and peer assessment;
5. Feedback (written, verbal or non-verbal) needs to be specific, accurate, and clear. For example, “It was good because you.”, “I can see you were focused on X as it is much better than last times Ys”;
6. Feedback (written, verbal or non-verbal) should take the form of What Went Well (WWW) and Next Steps (NS);

7. NS should consider the needs of the student to get to the next grade/level. NS should take the form of 1 clear action/target that the pupil can work on, which leads to improvement. Students should be given IRT to complete this;

8. Pupils will receive summative written feedback to summarise progress against Key Performance Indicators in each subject. To ensure consistency, curriculum maps will identify which pieces of work will include written feedback. Refer to the Joint Council for Qualifications (JCQ) for guidance on how feedback should be given for non-examination assessments (https://www.jcq.org.uk/wpcontent/uploads/2022/08/Instructions_NEA_22-23_FINAL.pdf);

9. The method by which teachers give feedback should not create unnecessary workload or reduce planning time for their pupils/students.

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. Key Performance Indicators (KPIs) are recorded on Go4Schools for the purpose of measuring progress, assessment, monitoring and reporting.

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 through Bluesky 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 including the Home-School agreement
- BRIEF
- Curriculum Intent
- Feedback Expectations Policy
- Inclusion Policy

Appendix

1.a Cornerstones of Teaching at The Swayne Park School



our values:
ready, respectful, safe

The Cornerstones are a model of quality first teaching that grew from a collaborative process of research and development between staff. The Cornerstones provide a shared understanding of what underpins teaching at The Swayne Park School.

The Cornerstones of Teaching at the Swayne Park School

