



Teaching and Learning Policy

Applicable to:	✓	Seaton Valley High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Executive Headteacher	

Status:

Statutory policy or document	No
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Every three years	Summer 2029

Version Control:

Author	Creation Date	Version	Status
Executive Headteacher (JB)	27 April 2018	0.1	Initial draft based on ACHS Teaching and Learning Policy (March 2015)
Changed by	Revision Date		
Business Manager (BW)	24 July 2018	1.0	Final approved version for publication
Business Manager (BW)	11 June 2019	1.1	Review frequency amended
Business Manager (BW)	24 June 2019	2.0	Final approved version for publication (following review by all teaching staff)
Business Director (BW)	21 March 2023	2.1	Three-yearly review; no changes
Business Director (BW)	21 March 2023	3.0	Final approved version for publication
Business Director (BW)	17 September 2026	3.1	Three-yearly review; replaced references to ACHS with SVHS
Business Director (BW)	17 September 2026	4.0	Final approved version for publication

1 Overview

- 1.1 The key to a successful teaching and learning policy is the extent to which it has a positive impact upon the learning process in our schools, and that it is fully understood by all stakeholders and consistently implemented.
- 1.2 This policy should be read alongside the federation's Presentation, Assessment and Feedback to Pupils Policy.

2 Principles

- 2.1 There are four pillars to the federation's Teaching and Learning Policy:
 - All pupils should be treated with unconditional positive regard.
 - Teachers are professionals and are constantly seeking to improve their practice, and are trusted to do this.
 - Classroom based support staff have a vital role to play as part of the learning process.
 - The development of teaching and learning should be a collaborative enterprise.

3 Roles and responsibilities

- 3.1 We expect **teachers and support staff** to:
 - plan lessons based on previous assessment data, which are differentiated and engage all styles of learners
 - deliver lessons which incorporate all students, allow all students to make progress from their starting points and inspire students to want to learn and have fun
 - provide regular feedback - both oral and written - which encourages the students, makes corrections where necessary, guides students on how they can get better and gives them the opportunity to learn from redoing what they had previously got wrong
 - develop literacy so that every student is able to access the curriculum and improve their literacy skills
 - be a role model for our students living the school vision and ethos, never accepting bullying or disruption in any form, and showing respect to all members of the school community
 - show the students how SMSC and British Values fit into their lives, and how they have a part to play in becoming fully fledged members of society
- 3.2 We expect **students/pupils** to:
 - work hard and make as much progress as they can, responding positively to different styles of lesson
 - follow their school's expectations and Behaviour Policy, treating all members of the school with respect
- 3.3 We expect **parents/carers** to:
 - support their child to produce good quality work which means that they fulfil their potential, by ensuring homework is done, by checking the school diary and ensuring that they have seen the completed work
 - make every effort to attend parents' evenings to receive feedback and updates on progress

- encourage their child to act upon feedback and personal targets to secure improvement
- ensure their child follows their school's expectations and Behaviour Policy