Swanshurst Teaching and Learning Policy

At Swanshurst School, we recognise that learning and teaching takes place everywhere within and beyond the physical school environment, not only in the classroom. Central to our policy is the concept of Quality First Teaching, and a commitment to providing our pupils with high-quality, challenging lessons.

This teaching and learning policy is defined through the following:

- Principles of Quality First Teaching
- Teaching and Learning Non-Negotiables
- The Swanshurst Learning Grid to support effective planning
- Homework Policy
- Marking Policy
- Commitment to constant pedagogical improvement through our Professional Learning Groups (PLGs), and engagement with research.

Quality First Teaching:

- We use the T&L Non-Negotiables and Learning Grid as the basis for robust planning and consistently excellent teaching
- We belong to PLGs-T&L communities of constantly reflecting, collaborating and improving practitioners who engage with current debates and research around T&L and use our own action-research to improve student outcomes
- We use memory learning to support synoptic assessment
- We use SWANS to give targeted feedback which supports students in their Next Steps
- No learning opportunity is wasted- we use homework to enrich classroom learning
- We use oracy and thinking hard strategies to support confident, articulate, questioning learners

Quality First Teaching will be reflected in, and supported by, the School Improvement Plan. The T&L priorities will be reviewed and, if necessary, updated annually.

Teaching and Learning Non-Negotiables:

1. We ensure all lessons support the schools T and L priorities including PP1st.
2. We are prepared and on time, ensuring a prompt start to learning with evident ‘Thinking Hard’ student activity
3. We ensure the classroom environment is engaging and supports learning.
4. We are visible on the corridor at lesson changeover, we meet and greet students as they arrive.
5. We challenge students who are late and give appropriate sanctions.
6. We ensure all students have brought the right equipment for our lessons, give appropriate sanctions where necessary and have a contingency plan to ensure this is not a barrier to learning.
7. We support and reinforce all whole school policies
8. We speak to / question every PP student every lesson.
9. We ensure that the guidance given on SEN profiles is followed for individual students e.g. use of task boards
10. The resources and language we use allow students to fully engage with all aspects of the lesson- lack of engagement (including with SLANT) is recognised and challenged.

(non-negotiables con't)
11. Our books are regularly marked in-line with whole school and department policy and students respond to marking.
12. We have an up-to-date teacher planner available with the following information as a minimum:
   • PP1st strategies
   • Learning Grid
   • Lesson Plan (for observed lessons)
   • Daily lesson planner
   • Medium Term planning for the class( SoW for the Unit being taught)
   • SWAN for the unit being taught
   • Seating plan for the class (you may have more than one of these) identifying SEN, EAL, PP, LAC, current data that are carefully considered and adapted and amended as appropriate
   • Post data action plans (including handover documents)
   • Pupil Profiles (SEN/ Behaviour plans)
13. We ensure a calm and appropriately timed end to lessons.

Homework Policy:

- Homework links to current unit of study OR is designed for pre/post tutoring.
- Homework is of an appropriate quantity for the key stage (refer to timetable).
- Homework provides challenge and promotes 'Thinking Hard'.
- Homework is appropriately assessed (teacher, peer, self).
- Quality and completion is checked by teacher (PP1st).
- Class teacher issues sanctions for non-completion and poor quality.
- All homework is set as a task on Firefly.

Marking Policy:
The following is to be considered the minimum acceptable amount of written feedback, and is based on subjects teaching two hours per week.

- All marking’ written feedback uses SWANS (Strengths and Next Steps)
- SWANS happen minimum 10 times a year, 6 of these must be AP SWANS- two to inform each data point
- All SWANS use S and NS
- Strengths are decided by the teacher
- Next Steps are decided by the teacher but MUST be responded to by the student

Professional Learning Groups (PLGs):

All teaching staff will belong to a PLG. PLGs enable teachers to be constantly improving, collaborative, reflective, research-engaged practitioners. PLGs are co-ordinated by Research Advocates and focus on the four T&L priorities (2017-18: homework, thinking hard, oracy, memory learning). Teachers engage with research and collaborate to refine and improve their practice and therefore student outcomes. Teachers share their ideas and findings through blogs on Firefly, briefings and an end-of-year SIP day event. PLGs have a designated area on Firefly which staff can consult for links to relevant blogs and research on the four T&L priorities.
Reviewed: October 2017
Reviewer: C Merrick
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The following documents can be found on Firefly:
- T&L non-negotiables
- Swanshurst Learning Grid