



TEACHING AND LEARNING POLICY

Sackville School is dedicated to developing students as capable, caring, creative and confident members of society.

Sackville School is dedicated to providing the highest quality of learning experiences for its students.

Our teaching and learning are based around four aims. Whilst they are individually explained here, we recognise that they are all inter-related and dependent on each other for success.

At Sackville School, learning is best achieved when

- we enjoy our lessons, develop a life long love of learning, and take responsibility for our own learning;
- staff offer students: a fully inclusive curriculum that provides opportunities for personalising learning; a curriculum that offers breadth and depth at Key Stage 3; and breadth and depth with a degree of choice and flexibility at Key Stages 4 and 5;
- staff and students have high self-esteem, so that they believe they can learn and improve; students are willing to question, challenge constructively and be challenged;
- staff are reflective practitioners, secure in their knowledge and understanding of their subjects and in the principles of effective teaching strategies.

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TASKS TO SUPPORT THIS AIM:

<p><u>Different Learning Styles</u> The teacher should: plan to meet the aspirations of the Sackville Standards</p> <p>structure units of work to accommodate a range of learning styles</p> <p>be aware of the diverse learning styles within their classroom</p> <p>adapt their teaching styles to meet the needs of their class</p>	<p><u>Different Learning Styles</u> The student should: play an active part in meeting the Sackville Standards</p> <p>experience a range of learning styles and identify those most suited to them</p> <p>develop some expertise in less familiar learning styles</p> <p>use appropriate learning styles when carrying out independent learning</p> <p>become increasingly independent, discovering individual learning styles so they can gain most from the learning experience</p>	<p><u>Different Learning Styles</u> Parents should: be familiar with the Sackville Standards</p> <p>be familiar with the learning style of their child and provide access to a variety of appropriate resources</p> <p>encourage their child to investigate a range of learning styles</p>
<p><u>Assessment for Learning (AfL)</u> The teacher should: provide regular AfL opportunities which are accessible to all students</p> <p>provide a variety of AfL activities which should include:</p> <ul style="list-style-type: none"> • peer assessment • self assessment • opportunities to improve and set targets • clear assessment criteria <p>provide students with exemplar work materials to aid in their understanding of success criteria</p>	<p><u>Assessment for Learning(AfL)</u> The student should: understand how they are to be assessed</p> <p>set themselves challenging targets for improvement and work on areas for development shown via green pen comments</p> <p>act on the advice given to them by their teachers on how to improve their work</p> <p>share their work with adults at home</p>	<p><u>Assessment for Learning (AfL)</u> Parents should: support their child’s learning through helping them understand the assessment process and use the assessment criteria</p>

<p>give students clear advice on how to improve</p> <p>base future planning of lessons on the outcomes of AfL feedback</p> <p><i>Homework</i> The teacher should: set challenging activities which use modern technologies to encourage independent research and learning</p>	<p><i>Homework</i> The student should: investigate the activities using a variety of sources and technologies</p> <p>set themselves challenges and experience the unfamiliar</p>	<p><i>Homework</i> Parents should: provide access to a suitable learning environment</p> <p>encourage and support their child's learning</p>
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TASKS TO SUPPORT THIS AIM:

<p><i>Equality of Opportunity</i> The teacher should: aim in the long, short and medium term planning to plan lessons which meet a variety of learning styles</p> <p>ensure resources meet the variety of learning needs</p> <p>present positive images of people of various abilities, races, religions, disabilities and nationalities</p> <p><i>The Curriculum</i> The teacher should: aim to provide access to a broad and balanced curriculum which meets the needs of individual students as far as is practically possible.</p>	<p><i>Equality of Opportunity</i> The student should: develop a repertoire of approaches to learning</p> <p>be positive about differences in other students' race, ability, religion, gender, sexuality etc</p> <p>understand and respect the differences of other students and not abuse them because of issues including race, religion, gender and sexuality</p> <p><i>The Curriculum</i> The student should: research and plan curriculum choices.</p> <p>seek advice from a variety of sources – careers staff, library (LRC), teachers, parents.</p>	<p><i>Equality of Opportunity</i> Parents should: liaise with the school to be aware of their child's preferred ways of learning</p> <p>support the school ethos of tolerance and respect for others</p> <p><i>The Curriculum</i> Parents should: discuss curriculum choices with their children, encouraging them to think about long term consequences of their choices.</p> <p>know what advice is on offer from school</p>
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<p>be aware of and responsive to the changes in the school population by being pro-active in planning for issues including EAL, SEND, ethnicity and gender</p> <p>adopt a 'can do' approach to a fully inclusive curriculum because the school recognises that progress is positive at any ability level</p>	<p>make staff aware of any curriculum based problems</p> <p>show a positive attitude to learning</p>	<p>and take part in information meetings and interviews where appropriate</p> <p>be aware of the difficulties their children face and be proactive in dealing with them, eg helping with reading/writing</p> <p>provide positive role models</p>
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TASKS TO SUPPORT THIS AIM:

<p><u>Standards</u> The teacher should: give clear guidelines of what is acceptable in their own classroom, based on the school's Behaviour for Learning Policy, to allow students the opportunity to succeed</p> <p><u>Praise</u> The teacher should: give praise where praise is due and reward positive effort and contribution to school life allowing the students to develop as confident individuals</p> <p><u>Progress and Challenge</u> The teacher should: provide opportunities whereby the students feel intellectually challenged so that they may reach their full potential and feel good about themselves</p> <p>find ways of ensuring that students are made</p>	<p><u>Standards</u> The student should: be willing to accept the guidelines given within a class situation to allow each individual to learn effectively</p> <p><u>Praise</u> The student should: accept praise as a form of acknowledgement of their achievement</p> <p>recognise how to raise the self-esteem of others by giving praise themselves to their peers</p> <p><u>Progress and Challenge</u> The student should: be willing to accept challenges and approach them positively, take responsibility for using opportunities that allow them to succeed</p>	<p><u>Standards</u> Parents should: reinforce the importance of following the standards set out in the school's Behaviour for Learning Policy</p> <p><u>Praise</u> Parents should: celebrate the praise given to their child for achievement and actively involve themselves in their child's rewards</p> <p><u>Progress and Challenge</u> Parents should: encourage their child to aim high and take an active interest in the progress that they are making by familiarising themselves with the criteria required for making progress</p>
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<p>aware of the progress they are making so that they may celebrate their own achievement</p> <p><u><i>Social and Emotional</i></u> The teacher should: recognise that a student’s social and emotional development is dependent upon them creating an environment in which they feel comfortable with their individuality</p> <p>nurture a student’s social development to encourage self-fulfilment both during and beyond their lives at Sackville</p>	<p><u><i>Social and Emotional</i></u> The student should: behave in a socially acceptable way that ensures other students around them feel valued and accepted as an individual in their own right</p> <p>interact in harmony with others so that everybody feels safe and secure</p>	<p><u><i>Social and Emotional</i></u> Parents should: provide opportunities for their children to socially interact</p> <p>support and encourage socially acceptable behaviour</p> <p>accept that their child develops as an individual and therefore supports them in the path that they have chosen to follow</p>
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TASKS TO SUPPORT THIS AIM:

<p><u><i>Continuous Professional Development(CPD)</i></u> The teacher should: be fully involved in in-service training sessions that support this policy</p> <p>evaluate and disseminate training given</p> <p>participate fully in Faculty/Department/Year Team meetings as a forum for sharing good practice.</p> <p>use the opportunities on offer to observe and discuss their own teaching with their own Department/other Departments in Sackville and in other schools</p> <p>participate fully in monitoring and review activities which support the school’s improvement as a self evaluating community</p>	<p><u><i>Continuous Professional Development(CPD)</i></u> The student should: provide constructive feedback on their learning to inform practice and improve teaching strategies</p>	<p><u><i>Continuous Professional Development(CPD)</i></u> Parents should: provide feedback that supports teaching through parental questionnaires, attendance at Parents’ Evenings, through students’ planner in KS3 and opportunities for parental involvement in school life</p>
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Reviewed 2012, 2014 and 2018. Due for review Autumn 2022