

TEACHING & LEARNING POLICY

Prior Park College

Policy Owner Assistant Head, Teaching and Learning	Applies to Prior Park College (PPC)	Superseded documents Teaching and Learning Policy v3
Associated documents Behaviour Policy EAL Policy SEND Policy Curriculum Policy Equality, Diversity and Inclusivity Policy Quality Assurance Policy Student Progress and Intervention Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 18 November 2024	Legal Framework KCSIE 2024 Equality Act 2010 ISI Regulations DfE Guidance

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees (if applicable)

Last reviewed by:	Assistant Head T&L (Mr M Bishop)
Date last reviewed:	October 2024
Approved by Trustees: (as applicable)	Reviewed and approved by Headmaster (Mr B Horan) and Deputy Head Academic (Mr C Gamble)
Date last approved:	15 November 2024
Date for next approval:	November 2026

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Policy Aim- an education for life

Teaching and Learning plays a core role in fulfilment of the Prior Park College mission statement:

- To develop the academic and other talents to ensure an education of the whole person.
- To provide pastoral care of an encouraging, supportive and disciplined nature for each student.
- To create an outward-looking ethos which builds links with parents and the local community and celebrates the richness of cultures from around the world.
- To enable Leavers to be confident, capable, compassionate and independent-minded.

3. Teaching and Learning roles and responsibilities

TEACHERS

The Prior Park College Teachers' Standards describe teachers' roles and responsibilities:

STANDARD 1: BUILD POSITIVE RELATIONSHIPS WITH PUPILS, PARENTS AND COLLEAGUES

- Have high expectations of each pupil, setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Respect pupils' uniqueness and individuality by establishing a safe, fair, respectful, trusting, supportive and constructive learning environment.
- Hold positive values and attitudes and have high standards of behaviour, reflecting the Gospel Values underpinning a Catholic Christian education.
- Communicate effectively with pupils, colleagues and parents, conveying timely and relevant information about targets, progress and well-being.
- Understand the specialisms of colleagues, particularly those with special responsibilities for vulnerable students, and collaborate effectively to meet the needs of all learners.

STANDARD 2: PLAN AND TEACH WELL STRUCTURED LESSONS

- Understand how pupils learn and employ an up-to-date range of effective teaching and learning strategies, for all learners to achieve their potential.
- Set challenging homework in accordance with the Teaching and Learning Policy, supporting students in building on prior knowledge and developing independence.
- Understand a range of barriers to learning and understand the additional challenges of those with Special Educational Needs and Disabilities, English as an Additional Language and those with vulnerable pastoral circumstances in particular.
- Employ a range of strategies to ensure that progress towards learning intentions is maximised for all learners, irrespective of backgrounds, abilities and dispositions.
- Promote positive behaviour for learning, in line with the school's Behaviour Policy.

STANDARD 3: MAKE USE OF ASSESSMENT AND MONITORING TO MAXIMISE PROGRESS

- Know the statutory assessment requirements for relevant curriculum areas and support students in their approach to external assessments.
- Ensure that whole-cohort tests and exams are well-planned and support students in achieving their potential in these assessments.
- Use frequent assessment as a formative tool to diagnose learners' needs, set targets and to establish the next steps in Teaching and Learning.
- Provide learners, colleagues and parents with timely, accurate and constructive assessment feedback, including planned interventions for progress.

STANDARD 4: DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Maintain secure subject knowledge and show a passion for the subject to foster student engagement, intellectual curiosity and a love of learning.
- Contribute to curriculum development and foster cross-curricular learning, contributing to pupils' literacy, oracy, numeracy and digital literacy skills.
- Understand the potential of the subject's contribution to a deepening understanding of Gospel Values by pupils.

STANDARD 5: COMMIT TO CONTINUING PROFESSIONAL DEVELOPMENT

- Engage with enthusiasm in the GROW model for Professional Growth, adopting an evidence-based, collaborative and risk-taking approach to making marginal gains with pupil outcomes.
- Act upon advice and feedback and be prepared to adapt practice where potential benefits and improvements are identified.
- Maintain knowledge of the professional duties of teachers and the framework within which they work as per the Staff Handbook.
- Contributes to the development, implementation and evaluation of the policies and practice of the workplace including those designed to promote positive behaviour; Health & Safety; Child Protection and equality of opportunity.
- Demonstrates strategic understanding of issues within the context of an independent school, such as budget management, marketing and promotion.

STUDENTS

Whilst expectations vary according to age, and level of cognitive and emotional development, and it is recognised that making mistakes is an important part of the learning process, students are supported in taking the following responsibilities:

- Holding realistic but high aspirations for academic excellence from themselves.
- Aiming for outstanding behaviour for learning.
- Showing academic resilience, understanding that unsuccessful attempts are an important part of learning.
- Communicating actively with teachers to seek academic support.
- Completing work to the best of their ability.
- Organising notes in a way that facilitates building on prior knowledge.
- Regularly checking Assignments on Teams to manage homework tasks.
- Submitting work on time to benefit from teachers' individualised feedback.
- Working with teachers to catch up with work missed through absence.

PARENTS, GUARDIANS AND/OR BOARDING HOUSE PARENTS

The support of parents, guardians and boarding staff is crucial, in helping, monitoring, providing feedback, encouraging and creating an appropriate learning environment to support pupil progress. Parents, Guardians and Boarding Houses will:

- Ensure the student has a quiet place to work with minimal distraction.
- Help the student to manage their time and complete work to the best of their ability, whilst remembering that a degree of challenge is an important part of the learning process.
- Monitor the Parent Portal regularly to support the student with praise and sanctions.
- Monitor Show My Homework to support the student in their completion of prep.
- Contact tutors should academic concerns arise.
- Seek to support the professional initiative and interventions of teachers and tutors.

3. Guidelines for Setting and Marking of Prep

The nature and length of prep will vary according to the needs of the subject and course being followed. The suggested amount and frequency of prep is detailed below:

Year Group	Time Allocation per Prep	Preps per day
Lower 3 & Form 3	30 mins	1 - 3
Form 4	40 min	1 - 3
Lower Five & Upper Five (GCSE)	45 - 60 min	2 - 3
Lower Sixth	3 hours per subject per week outside of timetabled lessons	
Upper Sixth	4 hours per subject per week outside of timetabled lessons	

Teachers have a responsibility to ensure that prep is:

- Purposeful, with students aware of this purpose.
- Set as an Assignment on Microsoft Teams with an accurate deadline for all students.
- Reviewed in a timely manner and returned to students.

Non-Examined Assessment (NEA) - Year 10 to 13

NEAs are part of some GCSE and A Level courses and is an important aspect of Year 10 to 13 homework for those subjects.

In the case of extended homework tasks or NEA, students are to be given interim deadlines by the subject teacher or mentor to assist the students in completing those tasks to the best of their ability.

4. Feedback

Assessment and marking

Feedback is provided consistently across the College in a variety of ways: verbal, written, teacher-led, peer-led and self-led, in response to classroom learning and formative and summative assessments. The intention of this assessment policy is to ensure that students receive regular feedback, understand their next steps in learning and focus on quality rather than quantity. The following guidelines are expected in all departments, but there may be additional expectations depending on specific departmental requirements.





- a. There will be at least one piece of extended work marked per half term. This could be a 'pegged' extended writing task, an end of unit assessment, past examination questions or any other piece of work agreed by the Head of Department.
- b. All assessed work will be accompanied by a clear written target for the student.
- c. All prep submissions will be acknowledged.
- d. Assessed tasks may be completed in the medium most appropriate to the year group/department (e.g. OneNote, notebooks, portfolios).
- e. Teachers are not expected to 'tick and flick' and mark every page.
- f. Teachers should keep abreast of the standard of students' class notes and raise any issues (e.g. poor presentation, missing notes) directly with the student.

5. Digital Teaching and Learning

We live in a digital age, and with the increasingly prominent role of digital technology in society, our students must not only develop numeracy and literacy skills to become informed citizens, but they must also develop their digital literacy. As such, digital literacy must be explicitly taught and modelled across the curriculum as guided by the Digital Lead. Furthermore, technology has the potential to facilitate retrieval practice, scaffolding, modelling, effective feedback and a range of other effective teaching strategies.

Students at Prior Park College are equipped with Personal Learning Devices (PLDs), not to replace their pen and paper, but to facilitate excellence in teaching and learning. Students and staff have a responsibility to ensure that use of PLDs and other mobile devices is in accordance with the Mobile Devices Policy. Whilst teachers and Heads of Department are best placed to understand

the nuances of how PLDs can best support high-quality teaching and learning in their own classrooms.:

 COMMUNICATIONS	 ORGANISATION	 BEHAVIOUR	 BALANCE
<p>Microsoft Teams is used to communicate with students only between 8am - 6pm.</p>	<p>Digital classwork tasks at KS3 are only provided via OneNote where possible.</p>	<p>Encourage students to close all background applications in class, including MS Teams, to avoid distraction.</p>	<p>The use of PLDs must not distract from the development of literacy. Longer pieces of writing should be handwritten.</p>
<p>Use the @ function to notify students of a post in the Conversation but consider any disruption to lessons.</p>	<p>Students are supported in the organisation of digital work with clear topic sections, page titles and dates.</p>	<p>Gaming and inappropriate use of 'Chat' during lessons should be dealt with harshly as Step 2+ on the Behaviour Policy.</p>	<p>Students planning to handwrite in exams should be given ample opportunity to practice under timed conditions.</p>
<p>Homework tasks are communicated in person, detailed in Microsoft OneNote and attached to an Assignment in Teams.</p>	<p>Each student must have a 'Prep' section in OneNote for submission of homework and to receive feedback.</p>	<p>The ICT team are on hand to investigate any suspected misuse of the PLDs. Email ICT@ for further information on a student's usage.</p>	<p>Lesson activities should be varied to allow short periods of time to look away from screens every 20 minutes.</p>

Students are also educated by teachers and pastoral staff in their personal responsibilities towards ensuring that the PLDs form a constructive and effective element of their learning experiences. Any contravention of the protocol detailed above should be dealt with as described in the Mobile Devices Policy and in-line with the Behaviour Policy.