

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Policy Owner Assistant Head, Teaching and Learning	Applies to Prior Park College (PPC)	Superseded documents Teaching and Learning Policy v3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 New Teacher and ECT Induction Policy	Review frequency Every two years (unless the legislation/regulations update before this time) Implementation date 16 January 2026	Legal Framework KCSIE 2025 Equality Act 2010 ISI Regulations DfE Guidance

This policy is reviewed annually, 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:	December 2025
Approved by Trustees: (as applicable)	Approved by Headmaster
Date last approved:	16 January 2026
Date for next approval:	September 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

3.1. TEACHERS

As is common across the profession, Part One and Part Two of the [DfE Teachers' Standards](#) describe the roles and responsibilities expected of every teacher at PPC. New teaching staff are inducted in these roles and responsibilities as outlined in the PPC New Teacher and ECT Induction Policy, and the process for ensuring compliance with these expectations is described in the PPC Quality Assurance Policy.

All teaching staff at PPC are required to engage in an annual process of Professional Growth, with goal-setting, lesson observations, peer observations, and pupil voice, focused on improving Responsive Teaching and Learning to improve student outcomes. The five whole-school goals below provide a framework for individualised goal-setting and Professional Growth engagement for each member of teaching staff.

Goal 1 – Learning intentions - Clarifying, sharing and understanding learning intentions.

- Have high expectations of every student, setting learning intentions that stretch and challenge.
- Plan varied activities with a clear focus on the learning intentions.
- Adapt the support and the scaffolding to meet individual needs, not the learning intentions.
- Use models to communicate quality.
- Contribute to curriculum design, driven by intention rather than activity.

Goal 2 – Evidence of learning - Engineering effective questioning, discussion, tasks and activities that elicit evidence of learning.

- Understand how students learn and employ an up-to-date range of effective T&L strategies.
- Elicit evidence of all students' learning on short timescales to respond to emerging needs.
- Set purposeful homework, encouraging review and retrieval practice.
- Seek and follow advice on how best to support SEND and EAL students.
- Use frequent low-stakes testing as a formative tool to inform the next steps in T&L.

Goal 3 – Feedback - Providing feedback that moves the learning forwards.

- Communicate feedback effectively with students, colleagues, and parents.
- Ensure that feedback is timely and frequent enough to address misconceptions.
- Provide feedback specific enough for students to take action.
- Motivate students, promoting courage and rewarding effort, rather than ego.
- Target feedback towards changing the student, not just the work.

Goal 4 – Collaborative Learning - Supporting collaborative learning so that students support each other to make progress.

- Create a classroom environment in which students are more help than hinderance to each other.
- Foster a culture of generosity, encouraging students to listen to and respect each other.
- Use dialogue between peers to provide insights into student understanding.
- Ensure individual accountability in group work.
- Encourage and reward holistic development e.g. collaboration, leadership, and oracy.

Goal 5 – Metacognition and Self-Regulation - Activating students as owners of their own learning.

- Continually enhance subject knowledge and show passion to foster intellectual curiosity.
- Help students to understand how we learn, promoting effort from memory before use of notes.
- Promote metacognitive talk, framing questions around the planning and monitoring of learning.
- Guide students in the accurate evaluation of their learning.
- Support students in planning and actioning the next steps towards achieving their learning goals,

3.2. 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.

3.3. 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.

4. Guidelines for Setting and Marking of Homework / Prep

The nature and length of prep will vary according to the needs of the subject and course being followed. Whilst there is no centralised prep timetable, to facilitate teacher autonomy and pragmatism, the following guiding principles apply.

Key Stage	Frequency	Time Allocation	Types of Activity
KS3	Once per fortnight*	30 minutes	Review and revision. No new material. Avoid unstructured or extended tasks. Tasks with capacity for instant feedback e.g. spellings, vocabulary, and practice for low-stakes tests.
KS4 (GCSE)	Once per week	30 minutes	Exam practice must be completed by students from memory, before reviewing notes and adding detail / making corrections in a different colour.
KS5 (A Level)		As required	

**Homework from Maths, English and Languages only for L3 before Michaelmas half-term.*

Teachers have a responsibility to ensure that:

- Prep is purposeful, with students aware of this purpose.
- Tasks are achievable within the time allocation.
- Prep is set as an Assignment on Microsoft Teams.
- Expectations are described fully, ideally in sequential, numbered stages.
- A deadline is set, allowing 5+ days for the completion of work.
- Prep is reviewed in a timely manner, with feedback provided to students.

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

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

In the case of extended homework tasks or NEAs, 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.

All teachers should be conscious of the KS5 NEA windows, as shown in the Academic Year Plan, and modify their prep expectations accordingly.

5. Feedback

Feedback is provided 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.

6. Digital Teaching and Learning

PPC recognises the potential for digital technology to facilitate many aspects of excellent teaching and learning. Students at Prior Park College are therefore equipped with Personal Learning Devices (PLDs). Students and staff have a responsibility to ensure that use of PLDs and other mobile devices is in accordance with the Mobile Devices Policy, and the Student Acceptable Use of IT Services Agreement.

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, teachers have a responsibility to uphold the following core principles in their use of digital technology with students.

Communications

- Microsoft Teams is only used to communicate with students between the hours of 8am – 6pm.
- Homework tasks are communicated in-person, and in an Assignment set on Microsoft Teams.

Organisation

- Students are supported in the organisation of digital work, with clear sections and page titles.
- Sections in OneNote Notebooks must be titled in-line with guidance from the Digital Lead.

Behaviour

- Students' on-screen behaviour is monitored during lessons, with a zero-tolerance approach to misuse of their device, and follow-up in accordance with the Behaviour Policy.

Balance

- Longer pieces of writing should be handwritten so as to not distract from the development of literacy.
- Students should be given ample opportunity for either handwritten or typed exam practice, as appropriate, under timed conditions.
- Lesson activities should be varied to allow for short periods of time to look away from screens, at least every 20 minutes.