

OVERSTONE PARK SCHOOL

Teaching & Learning Policy



Teaching & Learning Policy

Date	Review Date	Coordinator
September 2026	September 2027	Mrs M Brown Mrs D York Miss A West Ms J Brown Ms L Vippond

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002
- The Independent School Standards 2015
- Guidance to Independent Schools 2019

Principles

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To set high expectations for all pupils.
- To talk regularly with learners about their learning and to listen to them.
- To ensure pupils know the learning objectives of all lessons and to know if they have achieved that objective.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To deliver interesting, purposeful and exciting lessons with speed and challenge.
- To link lessons to real life situations and problems and with other subjects.
- To use open ended questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired learning opportunities.
- To formally and informally assess the attainment of our pupils.
- To use the outside environment as learning opportunities as much as possible.
- To use IT to support and develop learning.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

We believe high quality learning is achieved when pupils are:

- enthusiastic, attentive, responsive and on task;

- aware of classroom and school rules and abide by them;
- talking confidently and ask appropriate questions;
- confident in asking for help and support;
- aware of their achievements and what they need to do in order to improve;
- producing good quality work;
- knowledgeable about their learning;
- independent learners and stay on task;
- confident in helping others to learn

We are committed to providing challenge for all learners in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils will achieve this if we allow them to learn in a variety of ways, with differentiated activities, with pupils learning at different rates and who have different interests and abilities.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop children to be resilient and excited learners who understand the need for challenge to progress. We want to develop a curriculum that provides effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment that has been adapted from the Accelerated Learning in the Primary School approach in which:

- space is used effectively;
- layout accommodates movement;
- resources are clearly labelled and accessible;
- display reflects current learning and is changed regularly;
- the environment offers challenge and opportunity for further learning;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To maximize children's learning potential.
- To promote high quality effective teaching.
- To achieve high quality learning.
- To develop an effective learning environment.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- arrange professional development meetings throughout the year;
- ensure all lessons are free from unnecessary interruptions;
- monitor teaching and learning across the school by lesson observations, questioning pupils, scrutiny of planning, scrutiny of pupil books, scrutiny of marking, professional development meetings, consulting parents, ensuring pupils targets are challenging enough for all pupils, analysing pupil targets to see if they have been met, and analysing and comparison of pupil performance data with school and national data;
- make effective use of relevant research and information to improve this policy;
- annually report on the success and development of this policy.

Role of the Teaching and Learning Coordinator

The Teaching and Learning Coordinator will:

- monitor the quality of teaching and learning in collaboration with the Principal and SLT;
- ensure lessons are interesting, purposeful and exciting and delivered with speed and challenge;
- organise a team of line managers and mentors for teaching and support staff;
- work with all school personnel to ensure their professional needs are met;
- organise INSET for school personnel;
- create and be part of a network of schools or cluster of schools in order to share good practice;

- arrange for teachers to be linked with teacher in another school;
- lead the development of key skills throughout the school;
- work closely with the Principal;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- monitor planning and to observe lessons;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- annually report on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- monitor the quality of teaching and learning across the school in conjunction with the coordinator;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy.

Role of Subject Coordinators

Subject coordinators will:

- comply with all aspects of this policy
- undertake appropriate training;
- monitor and evaluate the quality of learning for their subject;
- report the main findings of monitoring to teaching staff and the head teacher;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role Class Teachers

All teachers will:

- adhere to the teaching and learning policy;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure namely: introductory whole class session, guided / independent session, and plenary session;
- plan lessons that have clear learning objectives, have activities that appeal to a range of learning styles, visual, aural and kinesthetic and will provide challenge;
- plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work to make effective use of time;
- use IT and interactive whiteboards as much as possible;
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child's literacy and numeracy targets;
- provide detailed annual report pupil reports;
- organise literacy and numeracy parent workshops;
- set regular differentiated homework for all pupils

Role of Pupils

Pupils will be encouraged to be effective learners by being:

- enthusiastic, attentive, and responsive;
- confident;
- aware of their targets and their achievements;
- knowledgeable about their learning

Role of the School Council

The School Council will be involved in:

- determining this policy;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be aware of their child's targets;
- be encouraged to take an active role in the life of the school by attending parents and open evenings, parent-teacher consultations, class assemblies, school concerts, and fundraising and social events;
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

- School Handbook/Prospectus
- School website
- Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- School events
- Meetings with school personnel
- Written communications with home such as weekly newsletters and end of half term newsletters
- Annual report to parents

- Headteacher reports to the Governing Body
- Information displays in the main school entrance
- Text messages
- Email
- Social media (Facebook, X, virtual pin boards, school blog)

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on this policy on induction which specifically covers Equal opportunities, Inclusion, The principles of good teaching, Delivering a good lesson, What constitutes good learning, Classroom learning environment, Planning, Differentiation, Marking, Lesson observations, Homework, and Analysing data;
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	Mrs M F Brown	Date:	September 2026
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