



Vision

At Sweyne Park School, we believe that education is about equipping young people for life with skills that will enable happy fulfilled lives. Our curriculum has been developed to inspire pupils to be able to contribute to their local community and society in general and be aware of their place within the global community.

As a school, we believe that learning is the process by which pupils/students acquire and assimilate knowledge, concepts, and skills to enable them to make greater sense of the world. At Sweyne Park School we believe that ambitious learners:

- Work hard and with persistence
- Think flexibly
- Take responsible risks
- Bring correct books and equipment to lessons
- Ask thoughtful questions
- Study independently
- Listen to and learn with others

Teaching and Learning is central to our work as educators, and it is rooted in our beliefs as a UNICEF Rights Respecting School

- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

Curriculum Leaders

Curriculum Leaders will:

- Help to create well-sequenced, broad, and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
- Achieve breadth and depth
- Fully understand topics
- Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

Senior Leaders

Senior Leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils/students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage

- Meet the expectations set out in the Cornerstones for Teaching and Learning, Assessment, Behaviour and Feedback policies

Parents and Carers

Parents and Carers of pupils/students will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
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They will be arranged to promote learning through:

- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils'/students' learning

Differentiation

Teaching and learning will take the backgrounds, needs and abilities of all pupils/students into account. Learning will be differentiated to cater to the needs of all pupils/students, including:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Disadvantaged pupils
- Pupils that are most able

Specific support strategies that will be used include:

- Using support staff, where appropriate, effectively to provide extra support
- Working with the SEN Co-ordinator (SENCO), pupils/students with SEND, and their parents to establish the appropriate level of support these pupils/students need to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing explicit vocabulary teaching and vocabulary organisers

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For further details on specific support for pupils/students with SEND refer to the inclusion policy.

Home Learning

Home learning will support pupils/students to review learning, which has taken

Pupils/students and their families will receive a termly written reports to communicate progress. For further details about assessment refer to the assessment policy.

Monitoring and Evaluation

Teaching and learning will be monitored to make sure that all pupils/students make the best possible progress from their starting points.

Senior teachers, curriculum leaders and key stage coordinators will monitor and evaluate the impact of teaching on pupils'/students' learning through:

- Conducting learning walks and lesson observations
- Work/Book scrutiny
- Curriculum reviews
- Pupil/teacher voice

Review

This policy will be reviewed every