THE SEASIDE SCHOOL, AGBARA
Learning and Teaching Policy

2024 – 2025 academic year
Compiled by: Director, Resource and Learning.
Approved by: Governing Council

Date: August 2024

Next Review Date: September 2025

Learning and Teaching Policy
(2024-2025)

1. Purpose:
The purpose of the Learning and Teaching Policy is to set out the specific guidelines for teaching and learning activities within the school and for achieving sustainable and sustained progress of students in all areas of the curriculum.

This policy sets out the following:

i. We shall ensure there is a sustained high quality teaching and learning experiences for all students.
ii. We shall provide a Learning framework that consistently challenge all students towards excellence
iii. We shall encourage the development of confidence, can-do spirit and self motivation in staff and students towards

A
A coherence of approach and consistency of expectation.
d. Raised attainment across all year groups ensuring all students make two sub level progresses at the end of each year. This will happen as a result of teaching which increases student motivation, participation and independence.
e. Self‑belief and a can do culture for both staff and students at the school.
f. Self‑reflection and sharing of outstanding practice.
g. The opportunity for students to develop the skills necessary to become independent, lifelong learners.

Scope:
This policy sets out practices that the school has put in place (and will be putting in place) to effectively implement the purpose of the policy and the expectations of all staff.

3. Background:
Our policy is founded on the beliefs that:

a.All learners can make outstanding progress.
b. Every teacher is entitled to be supported to become an outstanding practitioner.
At our school we aim to provide:
A rich and varied learning environment that allows children to develop their skills and abilities to their full potential
A stimulating environment that sets the climate for learning
At The Seas we believe the students will succeed through hard work and purposeful practice that will enable everyone to fulfil
their potential. Ensuring consistency in all teaching and learning practices across the school and giving students the opportunity
to immediate and purposeful feedback will empower them to improve their performance and encourage a growth mindset.

4. Teaching and Learning:
At The Seaside School we are clear about the outcomes we want to achieve:
a. All lessons are outstanding or at least good.
b. All students will progress at least two sub levels at the end of each year.
c. All students who are underachieving will receive intervention which will help them progress faster to close the gap in
attainment.
d. All students will be aware of their current level/grade and know the next step that is required to make progress.
e. All class work and homework will be marked rigorously and thoroughly as indicated in the Schemes of Work (which
hereon will be referred to as Schemes of Learning).
f. All students will take pride in their work.
g. All students will have neatly organised resources to ensure the progress outlined above.
h. All students will have neat books that clearly illustrate the next steps they need to take to ensure progress.
i. All students will develop independent learning skills.
j. All staff and all students will endeavour to create and maintain a culture whereby it is the norm to achieve, develop and excel.
a.**Teacher Entitlement**:
We are clear that all teachers are entitled to support, to enable them to develop outstanding practice. This support includes:
a. Clear guidance on every aspect of outstanding teaching and learning at The Seaside School.
b. Planning resources such as detailed Schemes of Work which provide clear guidance for each lesson including methods of assessment and how to measure student progress.
c. Accurate and live data to plan outstanding lessons.

d. Training and coaching through a minimum of six 60 minute observations per year with prompt feedback and clear steps
for further development. In addition, teachers will have access to interactive tools and academic literature to improve their
understanding of pedagogy and practice. Teachers will be expected to complete a minimum of three peer observations per year
to aid professional development as well as having access to high quality professional development through CPD and INSET
delivered by the Head of Learning and Teaching, Senior Leadership Team members and/or other partner agencies.
e. Appraisal linked to teaching and learning

5. Roles and Responsibilities:
Governors will ensure:
a. Effective and rigorous implementation and monitoring of the policy.
The Senior Executive Team will:
1. Monitor and evaluate the delivery and impact of the policy.
2. Provide appropriate support, training and resources for departments and individuals.
3. Modify and update the policy in the light of ongoing developments and changing needs of the school.

The Head of Learning and Teaching through the Heads of Department will:
1. Coordinate the long, medium and short term planning of schemes of learning taking into consideration the aims and
objectives of the policy.
2. Monitor and evaluate consistent delivery of the policy for all members of their team.
3. Provide appropriate support to the staff in their team through training materials or coaching.

Teaching staff will:
1. Implement this policy by ensuring a consistent delivery of high quality learning experiences.
2. Be responsible for short term lesson planning, in conjunction with Subject Schemes of Learning.

Need to be aware of the principles of the teaching and learning policy and understand how they can contribute to its
implementation.
Students will:
1.
Work positively within lessons to enable staff to implement the policy effectively.
2.
Complete homework set.
1.
Support the policies of the school by providing support for students at home, allowing them to continue to develop
their learning effectively.
Teaching and Learning Policy into Practice 2022‑2023

1.
Schemes of Learning (formerly referred to as Schemes of Work)
Grange School uses Schemes of Learning as the planning tool to achieve the desired outcomes. These schemes are detailed to
the degree that they make clear the lesson objectives, outcomes, activities, assessment including assessment for learning,
homework, tasks to be marked and resources.

At The Seaside School all staff members are entitled to detailed Schemes of Work which will be created by teachers within departments and monitored by Head of Junior High and Head of Senior High. It is the teacher's responsibility to adapt these Schemes of Work to ensure outstanding progress for all students in their classes.

Therefore, we would expect to observe the following practices in lessons at The Seaside School
:2.**Lesson Expectations**
Planning
We believe that outstanding planning is integral to achieving outstanding teaching, learning and student progress. Therefore we expect that:

* All lessons will be clearly and effectively planned within the Schemes of Learning. Each teacher will use the teacher planner to adapt the lesson within the Schemes of Work to ensure that all students in their class make outstanding progress.
* Each teacher will keep and periodically review the data specific to their classes and will complete an action plan for meeting the needs of all students through teaching.
* All lessons will have a clearly defined learning objective or multiple objectives that have been planned rigorously.
* The lesson delivered will be adapted to challenge all students to make progress irrespective of their ability.
* Learning objectives will be written or phrased so as to be measurable within the lesson, making clear the knowledge, understanding or skills that students will develop in the lesson.
Learning objectives will be such that, if achieved, they will demonstrate better than expected progress for all students in the
class.
Learning objectives will be shared with the class in such a way that ensures all students can explain what they are learning and
how this builds upon their prior learning.
If a learning support member of staff is present, they will be able to explain what their role is in helping specific individuals or
groups of students to meet the learning objectives.
Teachers' excellent subject knowledge will ensure that planning provides for all students to make outstanding or at least good
progress.
Teachers plan for the effective development of literacy and numeracy skills within Schemes of Learning

Delivery

We believe that effectively planned lessons that are skillfully delivered with excellent teacher knowledge of students' needs will lead to outstanding teaching, learning and progress. Therefore, we expect that:
* Learning activities will be clearly recorded in the Schemes of Work.
* All lessons will be structured according to the Lesson Plan (Appendix 1)
* Learning activities will be designed to enable students to meet the learning objectives, with clear differentiated outcomes that will demonstrate that objectives have been met.

Plan to meet the needs of individuals through effective differentiation.

There will be an appropriate range of activities that will often be differentiated to ensure all students meet the learning objective(s). The planned learning activities will be such that all students maintain concentration, motivation and application to stay on task throughout the lesson.

Subject knowledge will be applied to interest, enthuse and challenge students.

Resources will be used to help all students make progress and will therefore be suitably matched to all students' needs.

Technology will be used appropriately to help all students make good or outstanding progress.

Spiritual, moral, social and cultural development

The Schemes of Work will ensure students are reflective about beliefs, values and the more profound aspects of human experience, using their imagination and creativity and developing curiosity in their learning.

Lessons will provide opportunities to develop and apply an understanding of right and wrong.

Students will take part in a range of activities that require social skills. Students will develop an understanding and respect for diversity in relation to gender, race, religion, culture and disability.

Students will develop an appreciation of theatre, music, art, literature, sport and other cultural opportunities.

Students will develop the skills and attitudes to enable them to participate fully and positively in a democratic modern Nigeria and Britain (since we offer British Education).

Classroom management

At The Seaside School, we shall ensure that students find the whole school environment conducive,safe and stimulating for all learning purposes.

The teacher is accountable for the proper management of his/her class and would ensure that every student conforms to a high standard of behaviour and decorum. (The School's Behaviour Policy states out appropriate sanctions for all forms of students misbehavior in class especially as it relates of causing distraction, disobedience, noise making and the rest)

Effective questioning

We believe that effective questioning is essential to evidence of good or outstanding student progress in all lessons. As a result, questions to ensure progress will be recorded in the Schemes of Work. In addition, we expect that:

❖ Questioning will be used regularly to gauge students' understanding, linked to the learning objectives for the lesson.
❖ Questioning will be largely open, and challenging students to think
❖ Questioning will rarely be closed, other than to gauge basic knowledge or to recall prior learning.
❖ Students will be given thinking and discussion time, where appropriate, to encourage deeper learning.

Assessing student progress
❖ Each teacher will use various types of formative assessment in each lesson.
❖ In each lesson students will complete a progress check and will reflect on their own learning. These will be completed in exercise books and marked by staff to help inform planning and class action plans.
❖ Assessment of students' progress will be ongoing throughout the lesson.
❖ Feedback given to students will relate directly to their progress towards meeting the learning objectives and will enable
students to identify their next steps towards meeting those objectives.
❖ Students will have regular access to success criteria in the form of student‐friendly level/grade rubrics and mark
schemes, in order to assess their own progress.
❖ Students will be able to identify the level/grade they are currently working at, their target level/grade (by the end of
the year / key stage) and the next steps they need to take to move towards meeting that target.
❖ Students will have target sheets embedded in front of each exercise book to ensure they are aware of the next steps
needed to progress.

3. Marking
At The Seaside School we ensure classwork and homework is marked and returned to students to achieve the outcomes laid out inthis policy. We believe that this will enable all students to be clear about how to progress.

To achieve this, work will be marked to support the following:
1. Help students re‐write/improve the next piece of work'
2. To correct errors
3. To grade work
4. To check the work was carried out
5. To set next steps targets
Furthermore, to achieve consistency of practice, The Seaside School has the following guidance to all staff when they mark.
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Students are expected to achieve the following standards:
1. Be aware of their current level in all subjects and their target grades.

2. Be clear about the next steps they require to improve in all subject areas.
3. Note the comments teachers have written at the end of their work and change their practice accordingly.
4. Use the Red Pen to mark their own (and other's work) and write a written response to all teachers' comments.

Staff are expected to achieve the following standard when they mark:
1. Set and mark homework/class work set out in the Schemes of Work.
2. Record assessment onto Teacher planner and/or Ed-Admin
3. Set and review targets at the front of each student's exercise books at least every six weeks.
4. Use a green pen to mark work (to distinguish from red pen in which students will be expected to mark and respond).
5. Ensure all marking gives clear guidance on the next steps needed to improve.
6. Mark rigorously and thoroughly to ensure progress

.**Presentation**
At The Seaside School we ensure all classwork and homework is completed to the highest standards. We believe that by highlighting the importance of presenting work in a neat and organised way, we will enable all students to take pride in their work and ensure rapid progress. Furthermore, this will allow students to create organised class and homework that will make it easier to revisit their work in the future.

To achieve this, teachers should insist that students present their work in the following way:
•A black/blue pen will be used for all written work.
• A red pen will be used to write a written response to all teachers' comments in student's books.
•The date will be written on the sheet of every appropriate page and underlined with a ruler.
•The title will be written on the sheet of every appropriate page and underlined with a ruler.
•Pencil will be used for the drawing of diagrams.

5. Homework
At The Seaside School we ensure that homework is an integrated part of the curriculum that is planned within Schemes of Work to increase student progress. We believe that homework encourages students to take responsibility for their own learning and develop independent working habits that have a major impact on student achievement.

Therefore, homework allows students to do the following:
•To practise and consolidate work done in the class
•To help students prepare for future classwork
• To challenge students and extend learning into new areas and allow access to resources not always available in the classroom

To ensure homework plays a central role in ensuring at least two sub- levels of progress at the end of the year, teachers should do the following:

•Set high quality homework on a consistent basis
•Ensure students complete all sections in their planner
•Mark homework in green and make comments for improvement
•Check parents/carers have signed the student planner
•Run compulsory homework sessions for those who do not complete homework
•Support identified students as required to ensure completion of homework.

6.

Classroom Procedures to support outstanding lessons

At The Seaside School we expect a number of classroom procedures to be followed to ensure consistency of practice leading to outstanding teaching and learning:

At the start of the lessons all teachers:
• Should be on time and have the lesson prepared so they can welcome the students into the classroom.

(Punctuality/Preparedness)
•Should ensure the students are in the correct uniform.• Should have a seating plan. (A copy should be given to the Head of Department and Head of Learning and Teaching)
• Should have a box of black, red and green pens and when it is necessary lend these to the students to ensure a quick and orderly start of the lesson.
• Should ensure that the date, title, objective and the starter activity are displayed on the board/Promethean Board and the students should begin the starter immediately.
•Should ensure students write on the appropriate sheet of every appropriate page and underlined with a ruler write the title and date in their books, and copy the learning objectives or outcomes
•Should share the lesson objectives and outcomes with the students making it clear how they will be able to show progress.
At the end of the lessons all teachers:
•Ensure that all students are quiet and stand behind their desk to be dismissed by the teacher.
• Ensure that all students are dismissed on the bell, and they are not kept behind between lessons unless it is break or lunch
time.
At the start of the lessons all students:
•Should be on time and wearing the correct school uniform.
• Should know where they are seated and immediately go to their seat in order to start recording
and completing the date, lesson title and the starter activity.
• Should have their pens, pencils, and rulers ready. When they lack this equipment they should inform the teacher straight
away.
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• Should keep calm and quiet during the recording and completing the date, lesson title and the
starter activity following the school presentation expectations.
• Should remain seated unless instructed otherwise by the teacher.

At the end of the lessons all students:
•Should return their equipment to the allocated location.
•Should return any borrowed equipment to the teacher.
• Should push the chairs in and stand behind their desk in silence to be dismissed by their teacher.
•Should leave the classroom in an orderly manner.
•Should move to their next lesson quickly without lingering around the corridors.

7.
Monitoring
Monitoring teaching and learning enables the school to analyse and evaluate existing practices so as to ensure all staff are
supported to facilitate outstanding teaching and learning opportunities for students. Monitoring of teaching and learning will be regular.

Lesson Plan format
The Lesson plan format supports planning of outstanding lessons at The Seaside School. (Appendix 1)

8.
Literacy
All Schemes of Learning and each lesson should address the development of Literacy skills across the curriculum. We believe
that teaching Literacy is the responsibility of all teachers at Grange School. Literacy includes the Key Skills of reading, writing
and oral communication that enable students to access different areas of the curriculum. At Grange School all teachers should
develop students' reading, writing and communication skills. All teachers should rigorously and thoroughly mark students' work
to support literacy.

9.
Numeracy
We also aim to develop the Numeracy skills of our students across the curriculum, the activities that address these aims will be
referenced in the schemes of learning where appropriate. We believe that teaching Numeracy is the responsibility of all teachers
at Grange School.

10.
Teacher's Toolkit
A variety of useful resources are provided to all staff to reinforce good practice in teaching and learning for instance, in the
Learning and Teaching section on the school Intranet.

11.
Google Classroom usage
Every learner is given a Google account through which they can access the learning platform.

The Google Classroom platform shall be used as:
1. a means of communication
2. a means of collaboration
3. a means of reinforcing learning
4. a means of giving tasks including homework, projects and group work.

12.
ZOOM PLATFORM
The Zoom platform shall be used for virtual learning.
Students must:
● Turn ON their cameras
● Wear school uniform
● Study, take notes, attend classes and participate in discussions.
● Ensure that in the classroom, words, gestures, posture and facial expressions must communicate thoughts and observations to classmates and teachers.

RULES FOR VIRTUAL ASSESSMENT

Take the practice test
Students should be familiar with how to navigate around the assessment site before their assessment date.

Arrival for examination, security checks and identification
Students should be seated and logged on for their assessment at least 5 minutes before their assessment slot. This will provide time to meet the remote invigilators on screen and for them to carry out the necessary personal identity and environmental checks before you take the examination.

Late arrivals
Students are advised to check their exact start time and be logged in and ready for that time. If they are late, the remote invigilators may not have sufficient time available to make the necessary checks and run the assessment and therefore the assessment will need to be rescheduled.

Ending the online examination
Students can terminate the test by clicking ‘End assessment’ or “submit” at any point, but then they will not be able to resume the assessment. Otherwise, the assessment will end at the end of the allotted time.

Remote Invigilation The assessment will be continuously monitored in real-time via the Zoom facility with audio and video connections. Live feeds to the assessment-takers are viewed and recorded through screen-sharing technology to ensure the test is carried out with integrity.

Food and drink
Food and drink are not normally permitted during an assessment but a bottle of water may be taken in by individual candidates who wish to do so. However, this is at their own risk as spillage may compromise the functionality of their computer and therefore their ability to complete the assessment.

Noise

Once the exam starts, complete silence must be observed throughout. Mobile phones, watch alarms and other gadgets must be turned off and stored outside the room used for the duration of the assessment.
The only reason for speaking to the invigilator is in the case of malfunction of the assessment or to report a reason to pause or abort the test e.g., fire **alarm.**

Communication
The "raise hand" facility is the only means to reach the invigilators.

Advice
No form of advice or guidance may be sought from the remote invigilators on the meaning or interpretation of any part of the content of the assessment.
Use of calculators
Candidates taking online assessments will have access to an online scientific calculator. Students may not use any other calculators during the exam.

Use of Notes, Books, Other electronic devices
The student's workspace must be clear of books, notes; any other papers or internet enabled electronic devices including watches apart
from the equipment students are using to take the assessment. There must be no notes or diagrams on the walls or other surfaces that may constitute help to the student.

Dress code
Students are to be appropriately dressed in school uniforms as videos will have to be turned "ON" throughout the assessment period.

13. Subject areas use of Google Classroom (Virtual Learning Environment)
The following areas are required in all subject areas' rooms.

- ❖ General forum
- ❖ Topic specific discussion forum
- ❖ Links to lesson resources
- ❖ Homework tasks and hand in folders
- ❖ Exam specification
- ❖ Useful websites
- ❖ Past assessment materials
- ❖ Level/grade Descriptors

14. Policy/Procedures Review:
SET Responsible: Head of Learning and Teaching
Next Review Date: September 2025

Signature of Reviewer: _____ Date: _____

Authorised and Approved by: _____ Position: _____

15. Appendices
1. Lesson Plan

2. Performance evaluation
3. Presentation of work‐ student guide

APPENDIX 1
LESSON PLAN
Lesson Plan

Teacher		**Date**		**Week**	
Group		**Period**		**Duration**	
Type of learners	Kinesthetic ( ), Visual () Auditroy()	**Subject**		**Room**	
No Of learners	Boys ( ) Girls ( )	**SEN**		**G & T**	

Prior Learning	
Topic	
Starter	

Differentiated Learning and Teaching Objectives	
All will	
Most will	
Some will	
Key Words	

Outcomes:
Success Criteria:
Resources:

Activity to maximise quality of learning and progress.	Differentiatio n Reference to target groups (SEN/G&T)	Sign Post for Progress (AFL). When is progress is going to be assessed and how?	
Lesson Activities			
Plenary			
Homework/ Independent Learning:			
Health & Safety /Risk			

THE SEASIDE SCHOOL

Employee:
Department:
Evaluation Period: From: To:
Appraised by:

Performance Evaluation Philosophy

The performance evaluation report is an aid for employees to achieve and maintain high levels of work performance. It is designed as a communication and counseling tool through which employees and their supervisors can formally discuss job performance and can jointly establish performance goals. Informal discussions between the employee and supervisor should be taking place throughout the year.

Rating Standard
Description
Definition

(1) Outstanding

The teacher performing at this level maintains performance, accomplishments and behaviours that consistently and considerably surpass the established standard. The rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the School's mission and goals.

Outstanding Performance:

Teaching is at least good and much is outstanding. Consistently exhibits behaviour that has a strong impact on pupils and the school community. Serves as a role model to other and sustains this high performance over a period of time.

(2) Good

The teacher performing at this level is consistently effective in maintaining the established standard.
The teacher meets the standard in a manner that is consistent with the School's mission and goals.

Good Performance:

The teaching is consistently effective. This teacher meets the requirements contained in the job description. Demonstrates a willingness to learn and apply new skills, whilst exhibiting behaviour that has a positive impact on pupils and the school community.

(3) Satisfactory

Teacher performing at this level perform broadly in line with the established standard, but in a manner that is inconsistent with the School's mission and goals.

Satisfactory Performance:

Performance evaluation

Teaching may be good in some respects and there are no endemic inadequacies. This teacher requires some support in consistently meeting the standards.

(4) Inadequate

The teacher performing at this level falls below the established standard or in a manner that is inconsistent with the School's mission and goals.

Inadequate Performance:

Teaching is barely satisfactory and generally inadequate, failing to promote the pupils' learning, progress and enjoyment. The teacher fails to meet the requirements contained in the job description and may result in the employee being recommended for dismissal.

TARGET 1: Quality of Teaching
Lesson Observations graded 1 or 2 consistently across the academic session
KPI
Evidence Rating Standard

· Well developed/excellent subject knowledge with cross-curricular references.
· Expectations are consistently high. High level of engagement, courtesy, collaboration and co operation
· Prior learning is assessed systematically & accurately.
· Understanding is checked systematically through effective questioning throughout the lesson. The use of probing questions teases out misconceptions. Pupils are enthusiastic and keen to move on.
· Intervention and support are appropriate and have notable impact.
· Systems are in place to involve all pupils in reading/responding to feedback and acting on them. Pupils are confident and critical in assessing their own and others'work, and to set meaningful targets for improvement
· Tasks challenging, match pupils needs accurately.
· Pupils show high levels of enthusiasm, interest, resilience, confidence and engagement, learn exceptionally well and all pupils make rapid and sustained progress.
· Lessons are well judged and often imaginative teaching strategies are used. Good pace.
· Teaching of literacy, numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects.
· Support staff involved in planning. Good communication between Teacher and Support Staff.
· Appropriate and regular homework contributes very well to pupils' learning.
· Lesson proceeds without interruption. Pupils make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
· There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.*'Nothing is taught until it is learnt.'* (Nater, Galliore and Walton)

TARGET 2: Differentiation in Teaching

KPI
Evidence Rating Standard
· Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
· Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
· Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
· Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
· Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
· Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TARGET 3: Marking and Feedback

Key Performance Indicators
Evidence Rating

Standard
· Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
· Feedback values learning and recognizes progress.
· Feedback helps to diagnose areas for development, provides scaffolding and next steps.
· Marking and feedback encourages pupils to be actively involved in understanding how they are making progress.
· Marking and feedback helps to embed learning swiftly and enables accelerated learning.

New
· Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
· Feedback offers support and empowers pupils to embrace mistakes.
· Use relevant data to monitor progress, set targets, and plan subsequent lessons.
· Make use of formative and summative assessment to secure pupils' progress.

FEEDBACK TABLE C - Overall Performance
Instructions: Rate the employee's overall performance
(select one rating below)
Instructions: Use this space to describe employee's strengths and weaknesses. Give examples of work well done and suggestions of improving performance. Attach additional sheets, if necessary.
Outstanding ☐
Areas of Strength:
Good ☐
Satisfactory ☐
Inadequate ☐
Areas for Growth: