

Be Kind. Be Great. Be You.

Teaching and Learning

1. Purpose

The purpose of this policy is to ensure that every pupil from Foundation Stage to Year 13 has access to consistently high-quality learning opportunities that nurture curiosity, independence, and resilience. At South View School, teaching and learning is designed to support a positive, rewarding, and enjoyable culture in which pupils can flourish academically, socially, and emotionally. We aim to provide a balanced development of knowledge, skills, and understanding while empowering teachers with clarity of expectations and the autonomy to be creative in their practice. In line with our commitment to lifelong learning, this policy sets out how we develop learners who embody the SVS way and the Desired Outcomes of Education (DOE). Central to this is our teaching and learning framework, **“Doing the Basics Brilliantly”**, which underpins every classroom practice and ensures consistency across the school.

2. Scope

This policy applies to all phases of the school from FS to Year 13, and is relevant to teachers, learning assistants, specialist staff, middle and senior leaders. It also provides guidance for parents, governors, and external partners so that all stakeholders share a common understanding of the SVS approach to high-quality teaching and learning.

3. Related policies

Curriculum Policy
Assessment and Reporting Policy
Marking and Feedback Policy
Inclusion Policy

4. Definitions

Learning: Acquiring new information or skills through study, experience, or instruction, resulting in a change in behaviour, knowledge, or capability.

Knowledge: Facts and information contributing to understanding and awareness.

Skills: Competencies enabling effective performance of tasks.

Understanding: Deep comprehension of concepts, recognising patterns and implications.

Doing the Basics Brilliantly: SVS’s framework for effective teaching and learning, rooted in clarity, consistency, and impact, ensuring that every learner thrives through purposeful pedagogy.

5. Policy statement

South View School is committed to excellence in teaching and learning through:

- Embedding the Teaching and Learning Framework across all phases and subjects.
- Fostering inclusive, enquiry-based, and student-led learning.
- Encouraging staff creatively while maintaining core non-negotiables.
- Promoting a safe, stimulating, and respectful learning environment.
- Developing reflective practitioners and independent learners.

6. Procedure / Implementation guidelines

Modelling: Teachers model language, behaviour, and learning processes.

Student-Led Learning: Pupils make choices, follow their interests, and engage in hands-on tasks.

Meaningful Assessment: Regular AfL, data informed planning, and progress within lessons.

Enabling Learning: Questioning, challenge, support, and differentiation.

Nurturing and Safe Environment: Respect, encouragement, kindness, and recognition.

Lesson expectations across all phases:

- Clear learning objectives linked to the UK National Curriculum.
- Progressive success criteria (using Bloom's verbs where appropriate).
- Differentiated and inclusive tasks.
- Opportunities for collaboration, creativity, and problem-solving.
- Purposeful feedback (verbal, written, or digital).
- Use of technology to enhance and extend learning.
- Application of AfL at the start and throughout lessons.

7. Roles and Responsibilities

SLT: Lead strategy, oversee quality assurance (learning walks, observations, book looks), and provide targeted CPD.

Subject Leaders/Head of Departments: Monitor subject/phase teaching, provide coaching, and ensure alignment with curriculum intent.

Teachers: Plan and deliver engaging lessons, apply the Doing the Basics Brilliantly principles, assess progress, and create inclusive environments.

Learning Assistants: Support access to learning, differentiation, and personalised interventions.

Pupils: Actively participate, reflect, and take increasing responsibility for their learning.

Parents: Engage with school systems, support home learning, and collaborate in pupil development.

8. Monitoring and Evaluation

Teaching and Learning is monitored through:

- Formal and informal lesson observations.
- Learning walks.
- Book looks.
- Analysis of attainment and progress data (External and Internal).
- Team/Subject moderations.
- Student voice and parent feedback.
- Appraisals, PRLs, and CPD impact.

9. Inclusion

SVS embraces diversity, ensuring equal access to learning for all, including Students of Determination, EAL/ELL learners, and MAGT pupils. Personalised strategies, small group interventions, and inclusive classroom practices are embedded, supported by the Inclusion Team.

10. Transition and Awareness

- EYFS – Primary – Secondary – Sixth Form: Seamless transition supported by moderation, baseline assessments, induction programmes, and cross-phase collaboration.
- Year 6 to Year 7: Transition plans, data sharing, and student/parent workshops.
- New Teachers: Induction programmes and ongoing support by line manager and SLT.

11. Communication

Teachers: Regular CPD, year group/department meetings, and share planning documents.

Parents: Curriculum snapshots, workshops, parent-teacher meetings, reports, and student-led conferences.

Pupils: Clear feedback, goal setting, and involvement in shaping their learning journeys.

12. Review cycle

This policy will be reviewed annually by SLT and approved by Governors. Updates will reflect changes in DSIB, KHDA, UK standards, or school practice.

13. Appendices

Appendix A: [Teaching and Learning Framework](#)