



Document Control
Reference: Teaching & Learning Policy
Version No: 2
Version Date: April 2025
Review Date: April 2026
Page:1 of 9



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Teaching & Learning Policy



Document Owner and Approval

The Hayling College is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with the school's policy review schedule.

A current version of this document is available to all members of staff in the School Pool
Q:\POLICIES\Policies

Version History Log

Version	Description of Change	Date of Policy Release
1	Initial issue	January 2024
2	Policy Review	April 2025



1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Promote Happy, Healthy, High-Performing pupils
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

The Hayling College strives to ensure all pupils can be Happy, Healthy and High Performing.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe, and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Are taught in a welcoming space that establishes a positive environment that is conducive to learning
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught, or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and responsibilities

Teaching and learning at The Hayling College is a shared responsibility, and everyone in our school community has an important role to play. Please refer to the Home School Agreement signed when pupils join The Hayling College.

This is how we will always create the above conditions for pupils' learning:

3.1 Teachers

Teachers at The Hayling College will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning via newsletters, website, letters, open events, and celebratory events including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress with two data drops a year. There will be an annual parents' session, but Parents/Carers or Teachers are encouraged to contact home/College if there are any concerns. These can be directed to the Pupil's Form Tutor or Subject teacher as appropriate
- Attend all CPD sessions, including those of Let's Think, and other professional development opportunities
- Meet the expectations set out in The Hayling College Staff Code of Conduct and Behaviour Policy and Individual Department Feedback Policies.
- Routinely deliver lessons which encompass the following key strands of our Teaching and Learning programme; knowledge retrieval, adaptive teaching, oracy, 3D Learning and embedding formative assessment.

3.2 Support staff

Support staff at The Hayling College will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement

- Demonstrate and model themselves as learners
- Attend all CPD sessions, including those of the Let's Think, and other professional development opportunities
- Meet the expectations set out in The Hayling College Behaviour Policy and Individual Department Feedback Policies

3.3 Subject leaders

Subject leaders at The Hayling College 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/phase, working with teachers to identify any challenges through the peer review cycle and curriculum review
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase 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/phase
- Encourage teachers to share ideas, resources, and good practice
- Attend all CPD sessions, including those of Let's Think, and other professional development opportunities
- Meet the expectations set out in The Hayling College Behaviour Policy and Individual Department Feedback Policies

3.4 Senior leaders

Senior leaders at our school 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 to account for their teaching and learning

- Plan and evaluate strategies to secure high-quality teaching and learning across the school as part of our continued curriculum review process
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels; for example by grouping staff within the Teacher Learning Communities
- Address underachievement and intervene promptly
- Meet the expectations set out in The Hayling College Behaviour Policy and Individual Department Feedback Policies.

3.5 Pupils

Pupils at The Hayling College will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged, and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in The Hayling College Behaviour Policy and Home School Agreement.

3.6 Parents and carers

Parents and carers of pupils at The Hayling College 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
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning

- Support and give importance to home learning

3.7 Governors

Governors at The Hayling College will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We at The Hayling College aim to ensure a broad and balanced curriculum preparing our pupils for the modern world. We aim for learning to continue outside the classroom with Out of College Learning and Extra Curricular activities.

Lessons will be planned well to ensure good short, medium and long-term progress.

Departments have planned appropriately for their Curriculum Area, ensuring they have a clear vision statement supported by relevant curriculum documentation

5. Learning environment

When pupils are at the Hayling College, learning will take place in classrooms, outdoor spaces, halls, music rooms and ICT suites.

These spaces will be kept safe, clean, and ready for pupils to use them.

At the Hayling College this may involve:

- Accessible resources for learning such as books, worksheets, and other equipment
- A seating layout that allows everyone to see the board and participate
- Sharing pupils' work to celebrate and support pupils' learning
- SEN friendly classrooms

6. Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils



Strategies that may be used may include:

- Using support staff effectively to provide extra support
- Working with our SEND coordinator (SENDCo), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using mixed ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

Further details can be obtained from our SENDCo and appropriate areas on our College Website.

7. Reading

Reading is key to learning across all subjects and a strong predictor of outcomes in later life (2018, EEF)

As such, teachers will prioritise reading in lessons and support students to read effectively within their subject area.

8. Out of College Learning

Out of College Learning will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Google Classroom; often directing to other learning areas from here.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. KS4 are expected to complete an extra 10 hours of learning a week, 2 hours per week for Core subjects and 1 hour for Options. KS3 are expected to complete an extra 5 hours a week, 1 hour per week for Core and 15 minutes for each other subject (although this can be 'banked' for longer pieces of work less frequently given)

Any necessary equipment or resources will be provided, loaned, or made accessible. Access to the internet is needed, and should you need assistance with this, or paper copies provided, please do not hesitate to contact your child's tutor.

9. Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given in accordance with each subject's feedback policy, this can be found on The Hayling College Website. This will show a mixture of teacher, self, peer, and class feedback, and will be delivered as written, verbal, and non-verbal forms.

10. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Embedding Formative Assessment is one of our School Improvement Targets. Teachers are undertaking a 2-year programme. Strategies you may see are No Hands Up, Learning Intentions, Hinge Questioning, Mini-Whiteboards.

Each Faculty has its own Assessment Calendar for Summative Assessments.

We will provide areas for development for pupils and during parents' sessions.

11. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

School leaders and curriculum leaders will monitor and evaluate the impact of teaching on pupils' learning through:

For example, through:

- Moderating marking and feedback
- Termly Pupil Progress meetings
- Gathering input from the school council and wider pupil voice
- Regular RAP meetings; raising attainment and progress through regular assessment
- Departmental monitoring processes

12. Review

This policy will be reviewed every year by The Headteacher and the Governing Body. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Feedback policy
- Home-school agreement
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives