



**St Helena
Government**

EDUCATION, SKILLS AND EMPLOYMENT PORTFOLIO

SCHOOLS' PORTFOLIO TEACHING & LEARNING POLICY V1

APPROVED POLICY

January 2025

School's Portfolio Teaching & Learning Policy V1
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POLICY TITLE:	Education, Skills And Employment Portfolio Schools' Portfolio Teaching & Learning Policy
LEAD OFFICER:	Head teacher
DATE APPROVED:	Insert Date
DATE FOR NEXT REVIEW:	Insert Date +1 Year
APPROVED BY:	
ADDITIONAL GUIDANCE:	
TEAMS AFFECTED:	All schools
THIS POLICY REPLACES WITH IMMEDIATE EFFECT:	N/A

DOCUMENT PROCESS

STATE IF NEW POLICY OR AN UPDATE OF EXISTING POLICY (TITLE OF POLICY)	Update of existing Policy
VERSION NUMBER	1
NEXT STEPS – ACTION TO BE TAKEN AND BY WHOM	
Position	Process

Position	Process
Position	Process
Position	Process

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VERSION MANAGEMENT

LIST OF VERSIONS	POLICY MANAGER	REVIEW GROUP	DATE
1	Portfolio Director	Head Teachers	31.01.2025
2			
4			
5			
3			

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1. Aims of the policy

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
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our guiding principles

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 and their individual future

- Understand their own learning journey
- Have the physical space and the tools needed
- 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 using the gradual release model 'I do, we do, you do'.
- Can practise 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 in our school is a shared responsibility, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards as written by the DfE ([see link](#))

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- Actively engage parents/carers in their child's learning for example, via newsletters, website, email, open days, parent consultation meetings including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress through school reporting cycle or more regularly as required to ensure home/school partnership in supporting progress ● Meet the expectations set out in the curriculum policy, behaviour policy and feedback & assessment policy.
- Involve teaching assistants in planning and preparation of their lessons, making sure they have the tools and information they need to perform their roles. ● Implement the following non-negotiables, teacher should be
 - Making every moment count
 - Interacting with every child and ensuring their individual needs are catered for (differentiate / adaptive teaching)
 - Plan and teach well-structured lessons
 - Respectful
 - On time to every lesson
 - Prepared
 - Understanding
 - Approachable have an ability to manoeuvre and interact with your own emotions as well as those of other people
 - Consistent

3.2 Support staff (Higher Level Teaching Assistants, Teaching Assistants and Support Assistants)

Support staff will:

- Follow the expectations for teaching and professional conduct as set out in the Teaching Assistant Standards as written by the National Education Union ([see link](#))
- 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 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
- Use the gradual release model 'I do, we do, you do'
- Meet the expectations set out in the curriculum policy, behaviour policy and feedback & assessment policy.

3.3 Subject leaders (Secondary) / Senior Leaders (Primary)

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Subject leaders / Senior Teachers at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills using the agreed standard templates
- 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
- 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/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the curriculum policy, behaviour policy and feedback & assessment policy.

3.4 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 to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Timetable subjects
- Demonstrate excellence
- 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 buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the curriculum policy, behaviour policy and feedback & assessment policy.

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others ●
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

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- 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 curriculum policy, behaviour policy and feedback & assessment policy.

3.6 Parents and carers

Parents and carers of pupils at our school/trust 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
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning in line with the curriculum / homework policy

3.7 Education Skills & Employment (ESE)

Portfolio Director will:

- Monitor and report that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor and report to the Portfolio Advisory Board on the impact of teaching and learning strategies, pupils' progress, attainment and key performance indicators (such as Early Years Foundation Stage, Phonics, Year 6 SATS, Year 11 outcomes and attendance)
- Monitor and report on the effectiveness of SEND / SEMH / Inclusion provision ● 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

4.1 Effective Teaching

Lesson Components:

- Learning Objectives: Clear, sharp and focused (outcomes based led rather than activity)
- Review: Recap prior knowledge and establish connections.
- Teach: Introduce new concepts using the Gradual Release of Model:
- I Do: Teacher models the task.

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- We Do: Guided practice with teacher support.
- You Do: Independent application by students.
- Practice: Scaffolded learning opportunities.
- Apply: Engage in real-world application of learned skills.

Key Practices:

- Model strategies with clear explanations.
- Use open-ended questions to assess understanding.
- Encourage collaboration and independent problem-solving.
- Provide timely, constructive feedback

Classroom Climate

- Set clear expectations.
- Foster a supportive and inclusive environment.
- Celebrate effort and growth.

Your Role:

- Be reflective.
- Continuously refine your teaching.

- Stay adaptable to meet diverse student needs.

4.2 Inclusive Practice: EEF 5-A-Day

- Explicit instruction
 - Provide clear explanations and demonstrations.
 - Model metacognitive strategies to guide student thinking.
- Scaffolding
 - Support learning through guided practice and gradually reduce assistance as students become more confident.
 - Use tools like sentence starters, substitution tables, or visual aids.
- Flexible Grouping
 - Dynamically group students based on their learning needs.
 - Adapt activities to promote collaboration and targeted support.
- Metacognitive Strategies
 - Teach students how to plan, monitor, and evaluate their learning.
 - Encourage reflection to build independence.
- Use of Technology
 - Leverage digital tools to enhance accessibility and engagement.
 - Provide differentiated resources tailored to diverse learning needs.

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5. Learning environment

When pupils are at school, learning will take place throughout the school, both indoor and outdoor. These spaces will be kept safe, clean, clutter free and ready for pupils to use them.

The learning environment should:

- Inspire pupils by showcasing outstanding examples of pupils work
- Motivate and enhance learning e.g. learning walls
- Easy to read and relevant
- Attractive and show pride
- Promote learning through posters of material pupils have previously learned about and can identify
- Have 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' learning

6. Differentiation or adaptive teaching

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

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

The strategies our school will use to do this include:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Provide intervention where necessary
- Providing writing frames and word banks
- Provide appropriate resources
- Set clear expectations - learning outcomes
- Provide regular feedback and praise.

7. Home learning

Home learning, or homework, 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 through Google Classroom (Secondary) or through resources provided by the teachers. This will be

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communicated through student planners. Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided, loaned or made accessible. Home learning will:

- Be purposeful, meaningful and suited to the learner
- Encourage critical thinking when possible
- Appropriately challenging
- Achievable within the given time

8. 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. Feedback will

- Relate to gradual release model
- Allow pupils to know how to improve
- Allow pupils to know the next steps in their learning
- Relate to learning objectives and key skills
- Be provided in understandable ways
- Encourage pupils to discuss their learning

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupils, and provide termly feedback against these through the school report cycle and parent consultation. Assessment will:

- Help students progress
- Identify strength and weakness
- Be easily understood by students and parents
- Be constructive
- Be relevant and from the correct specifications.
- Using agreed software such as SIMS, Phonics Tracking, etc

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. School leaders / heads of department / subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Focused lesson observations
- Conducting learning walks
- Reviewing marking and feedback
- Termly / half termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies

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- Book scrutinies

11. Review

This policy will be reviewed every year by the Portfolio Leadership Team. At every review, the policy will be shared with the Portfolio Advisory Board.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy
- Feedback and Assessment policy
- Equality and diversity policy

Approved: Hon. Mrs Julie Thomas Date: 12.02.2025 Chairperson/Minister for
Education
Skills & Employment Portfolio Advisory Board