

Teaching and Learning Policy

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1. The Policy

This policy applies to the schools of the Stephen Perse Foundation (the Foundation), and is relevant to all students in the Foundation, including the Early Years Foundation Stage (EYFS).

2. Guiding Principles

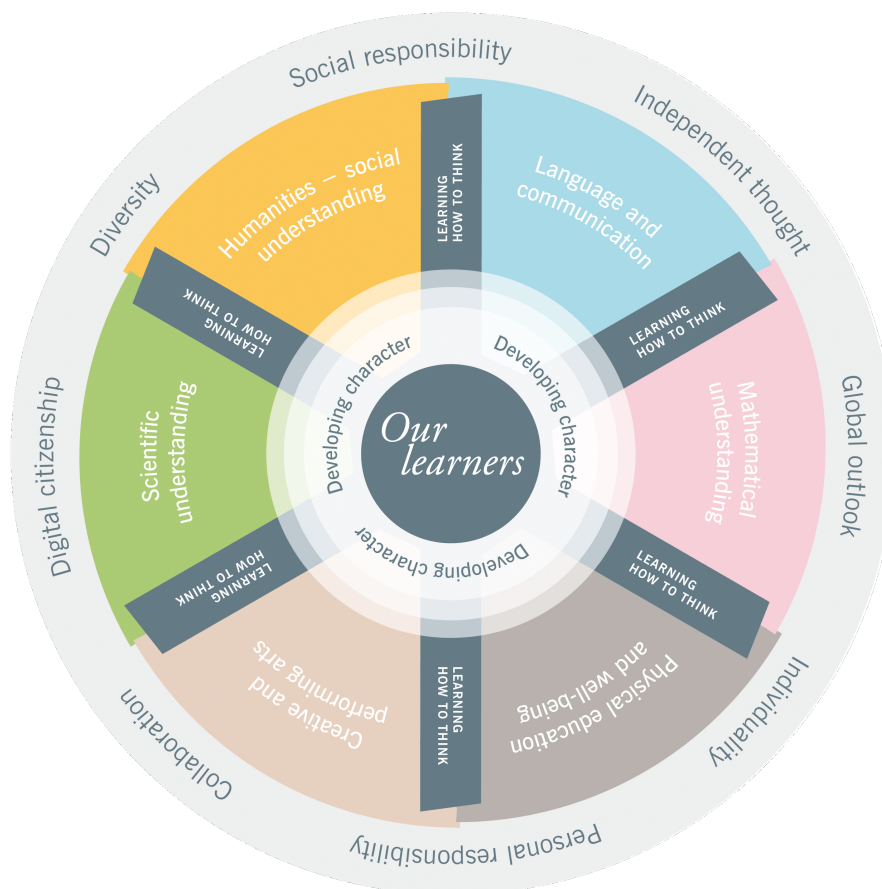
The aim of our Teaching and Learning policy is to provide clear guidance on the pedagogy, strategies and resources we use to create a dynamic inclusive learning environment that allows all students to learn, progress and become independent thinkers.

Through our Teaching and Learning Policy we promote reflection on, and sharing of good practice, providing coherence of approach and consistency of expectation combined with flexibility and scope for creativity, so that all students are happy, secure, confident and stimulated to achieve their full potential.

The Stephen Perse Learning Wheel places the learner at the centre, and we recognise that all students have special skills, abilities and aptitudes. All students are entitled to a broad, challenging and appropriate curriculum and equal access to teaching and learning, regardless of ethnicity, gender, specific learning difficulty or disability or medical condition. Learners should not be subject to discrimination, intentional or otherwise, on those grounds or on the grounds of age, disability, gender reassignment, race, cultural beliefs, religion or belief, sex, marital status, pregnancy and maternity, sexual orientation or social circumstances. These are the protected characteristics.

We seek to foster a love of learning by nurturing self-motivation, to create progressively self-directed learners, whose thinking is critical and creative, robust and flexible. We recognise that the quality of communication between teacher and learner is essential for effective learning: we seek to inspire, to challenge and to praise, so that dialogue can thrive, self-confidence, resilience and respect for others underpin all interaction, achievement can be celebrated and error welcomed as a stepping-stone to success.

3. The Stephen Perse Learning Wheel



4. Our Learner

We aim for our students to develop the skills to become resilient, independent thinkers who make a positive contribution in an ever-changing world. The Stephen Perse Learning Wheel identifies the skills the students need to achieve these goals.

- Self-management skills - these include both self-management and affective skills. Students learn how to manage their time and tasks effectively, how to motivate themselves, build resilience and manage their state of mind.
- Individuality - students develop an understanding of their self-identity. They recognise their individual strengths and weaknesses and celebrate their differences from others.
- Independent thought - we expect our students to be able to enquire, interpret, prioritise, invent, predict, reason and evaluate.
- Effective communication - students learn to communicate effectively in a variety of situations, and to develop an understanding of the most appropriate form of communication that is needed.
- Collaboration and working as part of a team - through collaborating they learn to negotiate, formulate an argument, express an opinion and listen to others. Collaboration also enables students to construct understanding and establish

meaning. Collaborating and working as part of a team develops students' social skills in terms of being able to work with their peers and teachers.

- Digital citizenship - in a world where technology is becoming an increasingly essential part of our lives our students learn to use technology to effectively and safely create, communicate and research.
- Valuing diversity and being socially aware - students learn to be internationally-minded, developing an awareness of local and global concerns and ideas.
- Research skills - students become effective at managing information, confidently formulating research criteria, interpreting, analysing and judging the authenticity of the information available to them. Students will demonstrate integrity when sharing their findings and be able to evaluate the information collected.

5. Overview of Pedagogy

Teachers have a responsibility to engage, motivate and inspire every individual student in their classes. At the Stephen Perse Foundation we believe a variety of teaching styles and techniques should be employed by teachers to enable all our students to be successful.

- Teaching individuals - teachers value students' differences and acknowledge through differentiation, flexible grouping and teaching structures, that constant reflection on and understanding of a student's individual needs and learning behaviours is required to plan meaningful learning experiences.
- Inquiry-based learning - teachers use methods to build on students' individual knowledge and interests, and emphasise learning how to learn and how to find out. It helps to develop the students' natural curiosity and develop the skills to become independent lifelong learners.
- Student-led learning - teachers recognise that for students to be active participants in learning their prior knowledge and previous experiences should be valued. They plan opportunities that enable students to share their understanding alongside building new knowledge on existing knowledge, deepening conceptual understandings and developing students' skills to the next level.
- Collaborative learning - teachers provide opportunities for students to have shared goals and to take collective responsibility for a project. Students engage in group work, debates and role plays enabling them to understand the requirements for an effective team.
- Contextualised learning - teachers encourage students to make connections in their learning. In all year groups teachers plan opportunities for students to make connections between subjects or process new information by connecting it to their own experience and to the world around them. From 3-11 the curriculum is organised in themes and the pupils are encouraged to collaborate with the teachers in planning the content for the themes. Students are also encouraged to appreciate other perspectives and to understand the relevance and purpose of learning a new skill.
- Informed by assessment - teachers have high expectations. There is rigour and accountability with regards to skills and academic requirements but teachers recognise that every student's path to achievement is different. Teachers acknowledge the importance of using formative assessment to understand how a

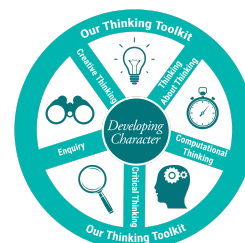
student is learning and provide feedback to the student.

- Innovation - there should be an element of the unpredictable in the students' learning experiences. Teachers engage students through learning that is exciting and fun.
- Preparing for an uncertain future (Education for Sustainable Development (ESD)) - students face a future with more climatic, environmental, and social uncertainty than ever before. It is imperative that students leave the Stephen Perse Foundation with an understanding of these issues and the solutions that they can undertake to face these uncertainties. This provision will be delivered across the Foundation at all key-stages, providing students with an understanding of sustainability issues and how to address these appropriately.

6. Resources for effective teaching

Our teachers are equipped with a variety of material and human resources to support learning. Teachers recognise that the resources required to support learning will evolve and change according to the needs of the students they are teaching.

- Ages 1-11 Thinking Toolkit - The Thinking Toolkit provides teachers with age-appropriate tools to develop students' understanding of the processes taking place when they learn.
- Digital resources - every student has access to a range of digital resources and teachers use them to transform learning, making it possible for students to achieve outcomes that they would not otherwise be able to achieve. Teachers use digital resources to support innovative teaching, for example, screen mirroring, Apple Classroom and Google Classroom to share, edit and communicate in a collaborative way. Digital resources are created and tailored to individual students' needs.
- Learning environment - our learning environments are physical and virtual. They provide a safe space that inspires learning and inquiry. Our physical and virtual learning environments are dynamic, changing and adapting to suit the learning needs of the students.
- Experiential education - we use the facilities and opportunities presented by local and global connections to give students a context for their learning and to provide real and meaningful activities to engage with.
- Service - learning projects enable students to better understand the diverse needs in local communities. The projects improve students' commitment and motivation; they provide opportunities for reflection and enable students to use their skills and academic knowledge to address genuine community needs.



7. Student support

Through a range of approaches and opportunities we enable students to develop the behaviours and characteristics required to be successful.

- Affective skills - we support students in building resilience, taking risks and

strengthening their self esteem.

- Well being- through PSHEE/RSE sessions we equip students with a range of strategies they can use to independently manage their well being.
- Guidance - we encourage the unique talents of each student and support them in fulfilling their own ambitions for the future. We help students understand that there are different ways to succeed in achieving their ambitions and inspire them through visiting speakers and experiences. We provide individual guidance in helping our students find the option that is going to be right for them.

8. Research

One of our approaches to teaching and learning across the Foundation is 'enquiry based learning' which encourages students to undertake research in order to answer questions posed by both the teacher and the student themselves.

In the Sixth Form all students participate in a library induction that includes an 'Introduction to Research' and the skills required of a researcher are included in the library blog 'Be Curious'. All sixth formers receive formal sessions on research methodology, citations and references. Some build on this foundation by progressing on to the Extended Project Qualification (EPQ).

Participation in events and competitions such as the Teen Tech Awards, Engineering Education Scheme and Model United Nations also develop research skills.

9. Remote Learning

In the event of pupils or staff unable to attend school due to external guidance, the Stephen Perse Foundation will endeavour to continue to provide an equal educational experience to that described above wherever possible for its students. Staff will use the digital technologies and communication network that the school already has to enable us to deliver remote teaching and learning. This is primarily focused around the use of Google Education Suite, including Google Meet, Google Classroom and Tapestry. In providing remote teaching we can ensure that standards of progress are maintained and that our pupils still make progress from the range of pedagogy, resources and support outlined above, thereby still maintaining our curriculum wheel holding the learner at the centre of their curriculum even when remote. More information about remote learning can be found in Annex 1.

10. Other relevant policies

Assessment and Reporting Policy

Curriculum Policy

Languages Policy

Special Educational Needs and Disabilities Policy

Foundation Remote Teaching Procedures

Reviewed: March 2023

Version Control

Date of adoption of this policy	12 April 2023
Date of last review of this policy	March 2023
Date for next review of this policy	Summer Term 2024
Policy owner	Director of Educational Strategy
Authorised by	Heads of School (EYFS/5-11) and Academic Deputy Head (SS)

ANNEX 1

Information for parents on remote teaching procedures

This procedure is to guide families in the event that their children are required to remain at home due to the closure of the school.

Facilitating Remote Teaching

The Stephen Perse Foundation (the **Foundation**) will endeavour to continue to provide an educational experience for its students. We will use the digital technologies and communication network that the school already has to enable us to deliver remote teaching and learning. This will be primarily focused around the use of Google Apps for Education Suite, including Google Meet and Google Classroom. Pupils in Year 1 will now be using Google Classroom to receive lesson content as they will need to log in to their accounts to access Google Meet. **Tapestry will no longer be used in Year 1.** Students in Years 5 - 13 will be expected to have their school iPad at home. Those in Year 4 and below will be offered the use of a Foundation iPad if they have no alternative, being mindful that we are not able to provide one for every pupil.

Reception and Kindergarten

We will be sending, via Tapestry, our weekly planning for the Reception and Kindergarten learning experiences. We will upload pre-recorded videos for the children to watch explaining the activities. It is not compulsory to complete these activities and if your child does engage with any of the activities planned please upload photographs, videos and comments on Tapestry. Staff will respond to any written comments within Tapestry from children and parents in the usual working hours of the school day 08:30-15:30.

Years 1 to 6

Pupils will be expected to continue to follow their normal in-school timetable. Some periods on the timetable will appear “blank” and this time is for pupils to access any other content they choose to, or use time flexibly as they wish. All lessons will have elements of live teaching. For some classes this will be by holding the entire lesson through Google Meet as a whole class, yet in other cases this may form as an introductory teaching input and then a final close to the lesson. For the duration of the lesson the teacher of that lesson will be available to comment and rejoin the Google Meet to support pupils as required. Pupil work will then be monitored live through Google Classroom, and pupils can pose any questions in the individual private comments or in the class comments. Some staff may find it preferable to use the comment function within Google Meet instead or as well. Staff will supplement Google Classroom and Meet with video content from notability, Explain Everything or other apps familiar to the pupils as appropriate.

The expectations during any live Google Meet is that pupils will mute their own microphones unless told otherwise, and that expectations around punctuality and behaviour etc. will be the same as when in school.

All teaching content for maths, English, thematic/humanities, languages, create (Y4 to 6), music, PE/games, drama and science will be posted for those subjects in their dedicated Google Classroom.

All posts and codes for each day will be posted between 08:00 and 08:15 am so that pupils and parents can access them throughout the day. These posts will be clearly dated and named to support you at home to locate them easily in Google Classrooms. Pupils will be advised to submit all work at the end of each lesson unless the task goes over more than one lesson as advised by the teacher.

Please note that these live teaching sessions are mainly for the pupils. Whilst we ask for a level of support during the initial set up with access to a scheduled lesson if required, your child should be able to work independently within the lesson from that point on. We do understand that pupils in Years 1-3 may require extra support from parents to be able to help them to successfully access and comment on the live teaching element of each lesson. Please note the comment function in live lessons is to support learning, and any other parental comment should be directed to the Head of School or class teacher via email. The sessions will not always be indicative of the high standards of teaching that are experienced on a daily basis at the Foundation, but are a measure put in place that will ensure education can continue to be delivered.

Years 7 - 13

Students' existing timetables will be followed where possible using a combination of live teaching via Google Meet or pre-prepared material via Google Classroom. For subjects or tasks where a live link is not suitable, e.g the teaching of P.E, ongoing projects will be posted through Google Classroom; for example, Health Related Fitness challenges or diaries. The teachers of these subjects will continue to monitor the Google Classroom and respond to student comments.

Please note that these live teaching sessions are for the students. Whilst we ask for a level of support during the initial set up with access to a scheduled lesson if required your child should be able to work independently within the lesson from that point on. The sessions will not always be indicative of the high standards of teaching that are experienced on a daily basis at the Foundation, but are a measure put in place that will ensure education can continue to be delivered.

International Students

There are issues around time difference and access to the Google Apps for Education for some of our students if they return home.

Where time differences make it problematic for students to join live teaching sessions, work will be set through Google Classroom.

For our students who have returned to China and do not have access to the Google Apps, due to the Chinese firewall, students will be guided through setting up a forward from their Gmail account to a personal email account. This will ensure all emails can still be accessed from home.

The Stephen Perse Foundation (“the Foundation”) does not accept any responsibility for any misuse, whether intentional or otherwise, of its online services, including Google products. It is your responsibility to ensure that you meet the legal requirements of the country where you are accessing or attempting to access the Foundation’s online services. The Foundation is able to offer alternatives where Google is not legally viable.

Parents are asked to contact us if their child needs access to these alternative services.

Specific details will be communicated by Denise Hammersley, Head of Boarding, as required.

All students Y1 to Y13

Instrumental Lessons

The provision of instrumental lessons will be decided on a case by case basis by the individual peripatetic music teacher.

Accessing Google Meets and points to consider:

- When joining a meeting, students will gain access through a shared invite via email or Google Classroom, and you need to ensure you allow access to the microphone and the device camera when prompted to do so.
- Students should be logged in via their school Google account. If the pupils log in to their Google Drive first then they will be recognised on joining a Google Meet. The teacher will then be prompted to allow the student access to the meeting. On accepting, the student will gain immediate access.
- Students will mute their own microphones within the lessons so it is solely the teacher’s voice that is heard. Teachers are unable to un-mute users and teachers will prompt students to do this individually when required.

We may need to adjust our methods of teaching or communication during a period of remote teaching and ask for your understanding and support to ensure that our students continue to access learning from home. We also understand that there may be technological obstacles at home that make the connection to a live teaching session problematic. All work will be available on Google Classroom so at the very least students will have access to class material.

Even during this period of closure, please remember that you can make contact with your child’s teachers via email as well as contact with your child’s Head of School.

Useful links for online safety advice:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

ANNEX 2

Student User Agreement

Parental Role

For remote teaching to be most effective for students who are not in school it is expected that an adult will support students in Year 6 or below, at this live teaching time by being on hand to give support if they require it.

Although students will be remotely supervised during live teaching sessions, teachers will not be responsible for the safety of your child. Should a child become unwell or distressed during a live teaching session members of staff would act accordingly, but it would remain the parents' responsibility to ensure suitable support is available at home.

If students are unwell or have appointments, that means they cannot be present in a session, then the teacher or Head of School should be notified.

Please consider where students are accessing lessons and what they are wearing. Although uniform is not required we do expect children to be suitably dressed and ready to access learning. Please consider the immediate environment and what information you have at home that may be on show (photographs, personal information etc.).

Student Role

The use of Google Meet is not a perfect answer. By following some practical advice students can help the smooth running of lessons:

1. Students must have the equipment ready for each lesson as in school, including any textbooks, exercise books, fully charged iPad, pencil case etc. Have a charger ready, as Google Meet and the increased reliance on digital teaching means that you will need to charge more frequently.
2. Students are expected to join lessons, choosing not to do so is the equivalent of not coming to school.
3. Students must be suitably dressed prior to joining a live session.
4. You need to ensure that the environment you are working in is free of personal information that could be viewed through the live teaching session.
5. Students have the ability to turn their mic on during teaching and take over audio. This should **only** occur when prompted by the teacher.
6. The expectation is, providing students are well, that the work that is set should be completed on time.
7. Students should only use the comments functionality within Google Classroom/Google Meet for communication with the teacher regarding their work, unless told otherwise by the teacher.
8. Outside of live teaching sessions, communication with teachers should primarily be through comments in Google Classroom.

9. Students are not to screen record or capture live teaching sessions. Any material which is necessary for revision and review will be shared in Google Classroom.
10. Our schools' codes of conduct will continue to apply.

Our understanding is that you and your child agree to follow this guidance. If anyone should have any concerns the relevant Head of School should be contacted.