

Teaching and Learning Policy

Introduction and Aims

Teaching and learning are the core functions of Sussex House. The attitude to teaching and learning influences the ethos of the school and the relationships between the staff and pupils. Successful teaching and learning rely on a clear understanding of the curriculum and its organisation, and the expectations that staff, pupils and parents have of each other.

Teaching is based on a curriculum which, while meeting the requirements of the Education Reform Act and the National Curriculum, aims to be broad and balanced, giving all pupils the opportunity to discover their particular strengths and that learning can be enjoyable and fulfilling.

This policy lays the foundations for the whole curriculum, both formal and informal. It outlines the aims, principles and strategies for teaching and learning at Sussex House and these underpin the work and purpose of everything that goes on within the school. In doing so we also aim to uphold and promote British values as outlined in the Education (Independent Schools Standards) Regulations 2014 and the Counterterrorism and Security Act 2015.

At Sussex House it is our primary aim that our teaching should promote successfully effective learning and meet the needs of each individual.

Our aims are that all pupils will:

- Enjoy their learning
- Develop an enquiring mind and a thirst for knowledge
- Achieve their potential in terms of academic and physical achievement
- Be provided with opportunities to develop cultural, social and spiritual awareness
- Develop a responsible and independent attitude towards their work
- Be confident in their abilities and their approach to the unknown
- Be tolerant, considerate and understanding of the needs of others
- Develop an understanding of their role in society and respect the rights, views and property of others

Principles of teaching and Learning

We believe that children learn successfully:

When teachers

- Have high expectations of each child
- Recognise that pupils learn in different ways and at different rates
- Provide a wide variety of stimulating and challenging learning experiences appropriate to their pupils needs and learning styles
- Evaluate pupils' work positively with constructive advice
- Ensure that work throughout the school reflects the pupils' culture, gender, background and environment

When pupils

- Understand the purpose of the task and what is expected as a learning outcome
- Are encouraged to think for themselves and take an active part in the learning process
- Know that mistakes are an acceptable part of learning and they are confident about seeking help
- Have time to reflect on and evaluate their own and peers' work with sensitivity
- Have time to practise their skills including those involving co-operative work

When the whole school community

- Ensures that pupils' self esteem and ability to be independent are developed
- Ensures that there is mutual respect between the pupils and the adults within the school
- Ensures that there are boundaries established for acceptable behaviour
- Understands that teaching and learning is a process of co-operative team work between home and school
- Ensures that resources are appropriate and accessible

Strategies for Teaching and Learning

The emphasis of teaching and learning at Sussex House is on encouraging pupils to become independent thinkers who can increasingly take control of their own learning with confidence.

Thus:

- A variety of learning styles are used, including independent and collaborative working
- Open-ended questioning and research is encouraged
- Investigative and problem solving work is common
- Children are encouraged to discuss their work and communicate their findings in a variety of ways
- Opportunities are provided for children to become involved in decision making

Pupils with special needs (including the most able) are taught within the classroom with planned activities appropriate to their needs and extra support where necessary. The school's Learning Support Staff are available to give advice, to assess any pupil who may be giving rise for concern and to give individual support lessons to certain pupils (see Learning Support Policy).

Homework is considered to be a valuable element of the teaching and learning process and is given throughout the school (see Homework Policy).

Planning

This is a process in which all teachers are involved, where:

- The foundation for all curriculum planning is the Common Entrance syllabus and the National Curriculum
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- Policies and schemes of work for individual subjects are developed by Heads of Department (in collaboration with the relevant staff).

Heads of Department

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities
- Take the responsibility for the purchase and organisation of central resources for their subjects
- Are expected to keep up-to-date by reading and attending relevant courses

The Curriculum

The curriculum at Sussex House is designed to fulfil each boy's potential as well as to prepare each boy for entry to his next school. It will enable him to use his talents to the best of his ability. While each subject follows a syllabus governed by the requirements of

Common Entrance, it is recognised that boys at Sussex House are often able to reach a standard well-above that expected for Common Entrance.

The curriculum is broad and balanced, providing opportunities outside the academic sphere, with outstanding opportunities in music, drama, art and sport.

Weekly lesson allocation for subjects at Sussex House

Subject	2 nd Form	3 rd Form	4 th Form	5 th Form**	6 th Form	6 th Form (Schols)* **
English	5	6	6	5	6	6 (+1 extension lesson for non-Greek pupils)
Maths	6	6	5	6 (VB, VR) 5 (VS) VS has an additional study period, not Maths	5	6
Science	3	4	4	5	5	5
French	3	3	4	4	5	5
History	2	2	2	2	2	2
Geography	2	2	2	2	2	1+Prelude
Latin	0	1 (Myths)	3	3	4	4
RS	1	1	1	1	1	1
ICT	1	1	1	1	1	0
Art	2	2	2	2	1*	1*
Music	2	1	1	1	1	1
Touch typing	1	0	0	0	0	0
Reasoning	0	1	0	0	0	0
General	0	1	0	0	0	0
PE	3	3	2	2	1	1
Games	2 sessions	2 sessions	2 sessions	2 sessions	2 sessions	2 sessions

* Sixth Form Art periods include an additional Prelude period.

** The Fifth Scholarship set operates in English, Mathematics, Science, French and Latin.

*** Where boys are required to select scholarship options for their senior schools, individualised timetables operate.

Optional Greek sessions operate before and after school in the Fifth and Sixth Forms

Prelude sessions are also used for PSHE follow up, Church, Reading, Form Periods and to allow extended periods for Sixth Form Art. The school timetable gives exact details of these.

Departmental Documentation

Subject curriculum documents are published separately. They follow and go beyond the requirements of the National Curriculum and the Common Entrance Syllabus.

Each Head of Department, under the supervision of the Deputy Headmaster (Academic), is responsible for keeping the relevant curriculum documents up to date. These consist of a statement of introduction followed by a 'Syllabus Synopsis' which contains a list of who teaches which forms, the number of periods and preps per week, the text books and materials used in teaching and a broad outline of the topics covered in each year group. The syllabus synopses are sent out to parents at the beginning of each Michaelmas term.

The rest of the curriculum document consists of a matrix giving more detailed information about when a topic is covered and the materials used to cover that topic. The matrices are designed to show how various topics in a subject progress through the five years that a boy is at Sussex House.

Syllabus synopses are designed to inform parents and others of the aspects of the Curriculum which will be covered in any one class in any one year. A synopsis of the curriculum is sent to the parents of all boys early in the Michaelmas term so that they have a clear idea of the staff's teaching intentions.

The documents are updated annually by all members of the teaching staff under the direction of Heads of Departments and under the jurisdiction of the Deputy Headmaster (Academic).

Homework Policy

Homework is set each day, other than the first day of term, Half-Term (except for the 5th and 6th forms) and the last four days of term. During school examinations there are Revision Preps.

The homework programme is as follows. All durations are suggested lengths of time:

2nd Forms: One daily prep and two weekend preps. 30 minutes each.

3rd Forms: One prep on Mondays and Wednesdays, 40 minutes each.
Two preps on Tuesdays and Thursdays, 30 minutes each.
Two weekend preps, 40 minutes each.

4th Forms: Two daily preps, 30 minutes each.
Three weekend preps, 40 minutes each.

5th Forms* Two daily preps 30, minutes each
Four weekend preps, 40 minutes each

6th Forms* Two daily preps, 45 minutes each.
Three preps of 45 minutes on Wednesdays
Three weekend preps, one hour each.

* There is an additional prep per week for those studying Greek.

Homework is done at home by the majority of boys. However, those in the 2nd Form can take part in the 'Homework Club' which takes place on Mondays and Wednesdays from 3.10 – 3.50 p.m. This is primarily designed for boys who have older brothers who do not finish school until 3.55 p.m.

Homework Notebooks

All boys have a homework notebook, which they should keep in a jacket pocket. Homework should be carefully written in the book and any important messages for parents such as the time of a return match or trip the following day. The Form Teacher signs all homework books at Registration. Boys are expected to have their homework book signed by parents. Homework tasks are also logged by staff on Microsoft Teams.

Pupils Absent from Lessons Policy

Immediately after assembly one of the school secretaries will advise staff who teach the absent boy during the lessons they will miss that they will not be there. (The most likely reasons being a medical appointment / interview at a senior school).

Music staff are to **collect** boys at the start of the lesson and ensure that the subject teacher acknowledges this.

Upon discovering a boy is absent

- Teachers must **not** accept the word of other boys as to the whereabouts of their peers.
- In the majority of cases, the absent boy will be noted on the absentee list that is circulated each morning.
- When this is not the case, the teacher is to contact the School Office to check the absence. In the event of there not being a legitimate reason the Office will immediately notify the Deputy Headmaster (Pastoral) who, with the help of the School Marshal will instigate a search of the building.
- If the boy cannot be found the Deputy Headmaster (Pastoral) will call the boy's parents.
- If the boy has not been located the Deputy Headmaster (Pastoral) will notify the Police, giving as much identifying detail as possible. The school may instigate its own search of the locale with any available members of staff.

The Policy for Teaching, Learning and the Curriculum was last reviewed in August 2021 and will next be reviewed in September 2022.

The person responsible for the policy is the Deputy Headmaster (Academic)