



## **TEACHING AND LEARNING (PREPARATORY SCHOOL) POLICY**

### **1. Introduction**

1.1. This policy informs practice in the Preparatory School.

### **2. Rationale**

2.1. At Claremont Preparatory School we aim to provide all our pupils with a broad and balanced curriculum, which meets the needs of individual pupils. We aim to ensure that all pupils make steady progress and achieve highly, being presented with a curriculum that reflects their experiences, backgrounds and abilities.

2.2. We believe that children are taught and learn at all times during a school day and therefore see the hidden curriculum as an integral part of a child's overall education.

2.3. We believe that a good education can equip pupils to becoming life-long learners and therefore open doors of opportunity.

2.4. We believe that opportunities for learning should be offered to all our school community in order that the most important members of our community, the children, benefit the most. We believe that staffing, curriculum content, staff training and development and parents all have an important part to play in meeting the teaching and learning policy statement of Claremont Preparatory School.

2.5. All teachers are learners and should be striving to evaluate and improve their practice. This means understanding both the teaching and learning process and building on pupils' knowledge and understanding.

2.6. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **3. Principles**

3.1. We therefore intend that:

- Children will experience a broad and balanced differentiated curriculum.
- Curriculum content and delivery will be monitored.
- Children will have access to suitable resources and materials.

- New ideas and approaches to teaching and learning will be put into place and monitored.
- Staff will have the expertise to support children's learning.
- Teachers will use a variety of teaching styles according to each individual's method of learning.
- Staff will be aware of children's personal, social, health and emotional development.
- Pupils' progress will be regularly monitored.
- Pupils will appreciate the important role they have to play in their own educational development and be able to assess their own achievements.
- The role of a parent will always be valued and appreciated.

#### **4. Effective Learning**

4.1. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that help our children to learn in ways that best suit them. We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways. These include:

- Asking and answering questions.
- Investigation and problem solving.
- Research and finding out.
- Whole class, group, paired and independent work.
- Integrated ICT.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Responding to audio-visual materials including Interactive Whiteboards, CDs or tape-recorded material.
- Debates, role-plays and oral presentations.
- Inventing, designing and creating.
- Participation in athletic or physical activity.

**When Learning is Effective**

- 4.2. Pupils are motivated to:
- Improve their performance and be willing to learn from areas for development as well as strengths.
  - Enjoy lessons and readily respond to the challenge of the task set.
  - Take an interest in their schoolwork.
  - Care about the presentation of their work and look after the resources provided.
- 4.3. Pupils take responsibility for:
- Their learning.
  - Developing confidence to ask questions and ask for help when needed.
  - Evaluating their achievements.
  - Working autonomously.
- 4.4. Pupils have developed or are developing the following skills:
- Meeting deadlines.
  - Redrafting of work.
  - Retain knowledge.
  - Proof reading.
  - Target setting
- 4.5. Pupils understand the implications of social learning by:
- Arriving to lessons on time with the correct equipment.
  - Evaluating their own work.
  - Adapting to different ways of working.

**All Teachers Aim to:**

- 4.6. Create an orderly environment and manage classes efficiently and develop productive working relationships with pupils through:
- Matching teaching techniques to the group.
  - Being consistent about classroom procedures.
  - Setting and marking prep regularly.
  - Having a confident and assured command of subject matter.
  - Being clear with instructions, questions and explanations.
- 4.7. Make lessons purposeful through:
- Thorough planning, well structured and paced lessons.
  - Clearly stating the learning objective to the pupils at the beginning of the lesson.
  - Thorough checking of work.

4.8. Make lessons interesting and stimulating through:

- Showing enthusiasm and passion for the subject area.
- Adapting a variety of teaching styles.
- Using praise, positive reinforcement to foster self-esteem, motivation and confidence.
- Encouraging pupils to demonstrate their skills through formal presentations, role play and debate.
- Using ICT to enhance the learning experience and outcome.

4.9. Match learning activities to all abilities through:

- Using evidence of prior attainment to gauge pupils' individual capabilities.
- Testing understanding and acquisition of knowledge through a variety of means.
- Using appropriate differentiated material and task to ensure that pupils' are actively participating in every lesson.
- Setting high expectations for all pupils.

4.10. Use formative and summative assessment to monitor progress through:

- Using a range of formative in class assessments, which are related to the subject area.
- Statistically analysing individuals and whole school performance.
- Marking consistently and positively.
- Encouraging self and peer assessment.

## **5. Our Learning Environment**

5.1. We aim to promote a learning environment in which pupils are sufficiently motivated and have the self-confidence to raise questions and evaluate their own work and attainments. This atmosphere will ensure that the pupils show their highest levels of achievement through a positive response to the tasks set in a variety of contexts.

5.2. This Learning Environment is created throughout the school when:

- The school works collaboratively to create a learning community of life-long learners.
- All learners develop the skills and attitudes necessary for lifelong learning.
- The school constantly goes through a process of evaluation and review in order to ensure continuous improvement in all areas of school life.
- There is an atmosphere of high expectations at all times.
- Teachers are self-reflective, observing and sharing good practice, and take responsibility for Continuing Professional Development.
- Communication is maintained through clear line management and support structures.
- The principles of Assessment for Learning are embedded in the classroom.
- Children are listened to and expected to listen to each other and adults.
- Children are encouraged to see themselves as independent learners and their motivation is developed through a balance of both intrinsic and extrinsic rewards.
- Displays celebrate pupils' achievements and excite further curiosity.
- The school building and other resources are developed and maintained to the highest standards.

- The quality of teaching and learning is enhanced through the effective use of ICT.
- Parents are partners in enhancing pupils' learning.

## **6. The Role of the School**

- 6.1. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the details of what is to be taught to each year group.
- 6.2. We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. We set regular targets to develop learning, based on sound assessment (see the "Assessment for Learning (Preparatory School) Policy").
- 6.3. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) for statemented children. We have high expectations of all children, and we believe that their work here at Claremont Preparatory School is of the highest possible standard.
- 6.4. We aim to set academic targets for the children in each academic year and we share these targets with children. We review the progress of each child at the end of the Michaelmas Term and at the end of the academic year and set new targets.
- 6.5. We plan our lessons with clear learning objectives. We evaluate our lessons so that we can modify and improve our teaching in the future.
- 6.6. Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school policies with regard to discipline and classroom management. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our "Behaviour (Preparatory School) Policy".
- 6.7. We ensure that all tasks and activities that the children do are safe. Full risk assessments are made and parental permission given.
- 6.8. Our classrooms are attractive learning environments. Our displays ensure that the classroom reflects the topics studied by the children and celebrates their work. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

6.9. Our teachers reflect on their strengths and weaknesses and consider their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

6.10. We conduct all our teaching in an atmosphere of trust and respect for all.

## **7. Role of the Parent**

7.1. We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child is equipped for school with the correct uniform, P.E. kit and stationery.
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Be supportive of staff in their approach to teaching, learning and discipline.

## **8. Policy Owner**

8.1. The policy owner is the Director of Studies.

## **9. Issue Date**

9.1. Issue date: August 2018.

## **10. Review Date**

10.1. This policy will be reviewed annually. The next review is due in September 2019.

**Principal Signature:**



**September 2018**