

Teaching and Learning Policy

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Purpose of this Policy

At Heathcote Preparatory School we strive for every pupil to make excellent progress through a personalised approach to his or her learning journey. We seek to develop in every pupil the values, skills and behaviours they need to be successful in life. All pupils receive a rich provision of classroom and co-curricular activities that develop a range of character attributes which underpin success in education and beyond.

Scope of this Policy

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on our website www.heathcoteschool.co.uk and on request from the school office, in line with our Privacy Notice, and should be read in conjunction with the following documents: Curriculum; Assessment, Recording and Reporting; and SEND Policy.

Heathcote is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. No teaching in the school will undermine the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Heathcote seeks to implement this policy through adherence to the procedures set out in the rest of this document.

We believe that our pupils learn best when:

- they are secure and happy in their environment and feel comfortable when challenged by the teacher and are prepared to take risks in their learning
- they are encouraged to be self-motivated in their approach to their work and take responsibility for their own learning, developing independent thinking skills that they can then begin to apply confidently
- that necessary application of creative, intellectual and physical effort are recognised by the teacher and other pupils as being a fundamental prerequisite of the learning process
- they are proud of their work and develop an innate desire to do well
- they are resilient and understand that it is acceptable for things to go wrong, to develop skills to review and evaluate their work
- mutual respect exists between the teacher and the learner.

Pupil performance is assessed and monitored regularly as a school, identified by age, ability and by national standards. We evaluate pupil performance in relation to the school's aims and national norms.

Heathcote Preparatory School is dedicated to providing its staff with the skills and knowledge to exploit the highest quality teaching and learning and to this end a carefully planned programme of professional development is in place. Staff apply the school's Behaviour and Discipline Policy and utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly.

Curriculum Planning

At Heathcote Preparatory School we believe that thorough planning is essential for successful teaching and learning. Lesson planning is informed by:

- the pupils' previous experience and skills/learning, and assessment outcomes
- the teacher's clear and sound subject knowledge
- individual and specific needs of all pupils including those with Special Educational Needs, Disabilities, Learning Difficulties including English as an Additional Language
- the creative and confident use of a wide range of quality resources to ensure pupils are exposed to a variety of learning styles
- the need to ensure that the lesson has a clear, exciting pace in which pupils are aware of what is to be learnt.

Planning within and across year groups is a vital part of the whole school working towards consistent and high standards. Planning takes place weekly within key stages. The curriculum for each year will be planned to give consistency within and across year groups. It is organised into Long, Medium and Weekly plans.

Long Term Planning

Long-term curriculum plans broadly follow the National Curriculum (2014) for KS1 and KS2 and Development Matters/the Early Learning Goals for Reception and Nursery.

Medium Term Planning

Medium term planning is completed in by subject specialist teachers and addresses the teaching and learning requirements for individual subject policies. The National Curriculum (2014) guidelines are broadly followed, with any changes agreed with the Key Stage leader and Headteacher prior to implementation. Plans are submitted to the Headteacher at the start of each half term for monitoring and evaluation.

Weekly Planning

Weekly planning covers daily detailed planning. It is the means by which class teachers translate the "what" of Schemes of Work into the "how" of daily classroom activities. There is no standard format for this planning but plans must include the following:

- Learning Objectives and Success Criteria (differentiated)
- Differentiated learning activities
- Opportunities for assessment for learning
- Opportunities to develop creativity throughout the curriculum
- Cross curricular links
- Resources needed to deliver teaching including ICT
- Homework opportunities as necessary

Teaching and Learning

Effective Teaching

We believe all teachers must

- set high expectations
- be good at planning and set clear objectives for each lesson
- employ a variety of methods and strategies throughout the lesson
- differentiate for learning
- have clear strategies for pupil management
- manage time and resources wisely
- employ a wide range of assessment techniques
- link homework to work done in the lesson and set and mark it regularly.

Effective Learning

We encourage our pupils to

- see the purpose of what is to be learned
- deepen their knowledge and develop new cognitive skills
- be lead through a well-sequenced structure to the handling of greater complexity
- make clear connections with other subject areas and other learning activities
- be encouraged to listen to the ideas and views of others
- be provided with opportunities to apply any new knowledge to practise
- be stimulated through the application of initiative and imagination to solve real-life problems
- set time aside for reflection and the establishment of further lines of enquiry and
- develop self-esteem and self-sufficiency in their own learning.

Curriculum Leadership

Curriculum subject co-ordinators are responsible for the development and delivery each subject and for the monitoring and evaluation of this. They are encouraged to be creative in developing the learning and teaching in their area and to work with Key Stage leaders and other colleagues in achieving this.

Equal Opportunities

Teachers must ensure that equal opportunities are offered to all children, regardless of gender, social or ethnic background, academic abilities or personality. (See *Equal Opportunities policy*)

E – safety

As with all forms of harm or abuse, there is no exhaustive list of signs or indicators to watch out for. But these can include: changes in children’s behaviour, demeanour, physical appearance and presentation, language or progress. If you are concerned that a child’s safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

1. Report to and discuss with the named DSL in school and contact parents
2. Advise the child on how to terminate the communication and save all evidence
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement police and social services
5. Inform LA e-safety officer

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

For further guidance please see related policy document on ‘E-safety’

Safeguarding

Teachers aim to ensure that children are growing up in circumstances consistent with the provision of safe and effective care. Any concerns are recorded and reported to the Designated Safeguarding Lead. (*See Safeguarding policy for further guidance.*)