



# STREATHAM & CLAPHAM PREP SCHOOL

## Teaching and Learning Policy

<b>Person(s) responsible for this policy</b>		<b>Deputy Head Prep</b>	
<b>Last review by</b>	<b>Helen Loach</b>	<b>Review date</b>	<b>July 2019</b>
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### INTRODUCTION

At Streatham and Clapham Prep we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### AIMS AND OBJECTIVES

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- Develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- Show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- Enable children to understand their community and help them feel valued as part of this community;
- Help children grow into reliable, independent and positive citizens;
- Take a pride in their work and the work of others.

### EFFECTIVE LEARNING

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

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of ICT including iPads;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching media, responding to musical and recorded material;

- Designing and making things;
- Participation in athletic or physical activity;
- After school clubs;
- Guest visitors and performers; and
- Allowing them to access relevant resources.

## **THE LEARNING ENVIRONMENT**

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.

The learning environment should be organised to ensure that children have the opportunity to:

- Work individually, in groups and as a class;
- Make decisions;
- Work co-operatively;
- Solve problems;
- Be creative;
- Discuss their ideas;
- Develop social skills;
- Develop independence;
- Use initiative;
- Receive support;
- Achieve academically.

Children should be encouraged to develop organisational skills and independence through:

- Appropriate tasks;
- Confidence building;
- Example;
- Co-operation;
- Provision of suitable opportunities;
- Responsibilities.

## **Furniture**

All classrooms should have:

Tables arranged for:

- Ease of working;
- Flexibility;
- Purposeful discussion;
- Provision of quiet corners;
- Large working surfaces.

Chairs should normally:

- Be sufficient in number for the activities in the classroom;
- Leave enough room for children to move easily around the room.

Storage units arranged to:

- Support different areas of the curriculum;
- Support a project or activity;
- Give character to a room;
- House children's personal belongings.

No furniture is to be moved from classrooms without the permission of the Head.

## **Resources**

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well-labelled. As far as possible, materials should be near the appropriate working area. Stocks should be

checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Books and other equipment represent a considerable investment.

Relevant textbooks should be available in each classroom. Some sets of books, e.g. dictionaries, thesauri and atlases are purchased for specific classes and should not be removed.

The effective implementation of curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library has a selection of books covering all curriculum subjects. It is important that equipment borrowed from outside sources and other classrooms is returned promptly and in good condition. Each classroom has supplies and an inventory of appropriate equipment, including computers, Maths apparatus and calculators, etc. Teachers should be able to account for the use and location of this equipment. All missing, damaged or dangerous items should be reported to the Head.

### **Finance**

Curriculum areas orders come from a centralised budget. Staff should inform coordinators of any requirements as early as possible in the year and Subject Coordinators should prove the Head an outline of how they wish to allocate their monies. Requests for all equipment should be made to the Head.

### **Mathematics, Science and Technology**

Mathematics, Science and Technology have accessible and well-labelled areas for the storage of equipment. Teachers should check that the resources are appropriate for their groups and that consumable resources are renewed regularly. Teachers should also be aware of the safety aspects of all technology equipment.

### **Display**

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'. Classroom displays should change at least once a term, to ensure that the work reflects the topics studied by the children.

### **Routines and Rules**

Routines and rules in the classroom contribute to a healthy learning environment. To be effective they should be:

- Agreed by the children and clearly understood;
- Fair and consistent;
- Realistic and positive;
- Kept to a minimum but enforced;
- Daily activities with which the children are familiar.

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of The Behaviour Policy.

### **Achievement**

Social, physical, creative and academic achievements are celebrated in many ways as an on-going process in all aspects of school life, by:

- Verbal or written praise by teachers, peers, Head and parents;
- Displays of work;
- Opportunities to perform or share;
- Encouraging self-esteem;
- The awarding of stickers, House points and certificates;
- Sharing success with the community.

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

## **CLASSROOM MANAGEMENT**

### **Approaches to Teaching**

There must be a good balance of individual, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- Having well organised and labelled resources;
- Taking time to train children in procedures;
- Making sure that children are aware of what they must do when they have completed an activity.

### **Time Management**

It is important that activities are well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-wasting activities.

### **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plans to guide our teaching. These set out the aims, objectives and values of the school and detail what is to be taught to each year group. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

Teachers make on-going assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's individual provision maps. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

In the Nursery and Reception, teachers work from the Foundation Stage, Early Learning Goals. In years one to six, teachers keep on-going records in core subjects to plan for future teaching to ensure that each child is working at the correct level. This helps us to monitor the children's progress throughout the year.

We plan our lessons with clear learning objectives that are shared with the children. Our lesson plans are based on an agreed scheme of work used throughout the school which is monitored and updated by the Subject Coordinators and the Academic Team.

Each of our teachers makes a special effort to establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy 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 school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are

completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

We deploy Teaching Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work. Other adult helpers are also deployed as effectively as possible.

All our teachers reflect on their strengths and areas for development and plan 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.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the ISI criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school. When evaluating teaching and learning in school, we have agreed to consider:

- Classroom observation / environment;
- Sampling pupils' work;
- Sharing pupils' work with colleagues and celebrating successes;
- Displaying work throughout school and discussing quality;
- Internal moderation of pupils' work;
- Discussion with pupils.

### **Supply Teachers**

To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning files will always be available showing lesson plans, timetables and curriculum documents in the event of an unplanned absence.

### **School Policies**

School policies are set out in the school policy file and are on the system. It is the duty of each teacher to be familiar with school policies and to apply them.

### **Volunteers**

Volunteers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and if numbers permit should be offered refreshment from the staff room at break times.

### **Equal Opportunities**

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Teachers must ensure that the same children do not dominate in group work, especially when using the computer. All activities, including extra-curricular activities at Streatham and Clapham Prep are open to all children, numbers permitting. (This does not include the activities that have been organised as part of the able child programme.)

### **Record Keeping**

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. Other records are left to the teacher's professional discretion.

### **Role of the Head of Prep**

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching.

### **Role of the Parents/Guardians**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress;
- Sending an annual report to parents in which we explain the progress made by each child and indicates how the child can be improved further;
- Explaining to parents how they can support their children with homework;
- Holding an annual welcome evening and termly curriculum letters;
- Holding regular workshops to explain relevant developments in their child's education.

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 has the best attendance record possible;
- Ensure that their child is equipped for school for partaking in activities;
- Do their best to keep their child healthy and fit to attend school;
- Inform 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;
- Fulfil the requirements set out in the home/school agreement.

### **MONITORING AND EVALUATING**

Staff development needs will be identified in line with this policy and Performance Management Policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- Classroom observation;
- Sampling pupil's work;
- Sharing pupil's work throughout school and discussing quality;
- Internal moderation of pupils' work;
- Discussion with pupils.

### **RACE EQUALITY AND EQUAL OPPORTUNITIES**

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

### **REVIEW**

This policy will be reviewed annually.