

# Lancing College Preparatory School at Worthing

## TEACHING AND LEARNING POLICY

### Introduction

**This policy applies to the whole school, including the EYFS**

**Reviewed in July 2017 by Stephanie Salter**

**Next review date: July 2018**

This policy should be read in conjunction with:

The Staff Handbook

The Curriculum Directories

The Curriculum Policy

The Feedback and Marking Policy

The Assessment Policy

Presentation Guidelines

The Homework Policy

The Reporting to Parents Policy

The SEND Policy

The G and T Policy

The EAL Policy

The Fundamental British Values Policy

The Visits Policy

The Staff Cover Policy

The Appraisal Policy

The DfE Teachers' Standards which are included in the Appraisal Policy

### Aims

Through the operation of this policy we aim to:

Enable all pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and confidently develop their skills in the subjects taught.

Foster in pupils self-motivation, the application of intellectual, physical and creative effort and enjoyment and interest in their work

Develop in pupils the ability to analyse, recall relevant information and make connections with previous learning

Provide effective teaching and feedback, which is delivered through a well-planned and structured approach and a shared vision of excellence

Encourage pupils to ask questions so as to deepen their understanding

Encourage pupils to become self-reflective with an objective awareness of their own strengths and weaknesses.

Encourage pupils to become powerful independent learners showing curiosity, perseverance, resilience, resourcefulness and reflection.

Develop in pupils the ability to work collaboratively with others.

Foster in pupils engagement, interest and passion.

Encourage pupils to become life-long, engaged learners.

## **Responsibilities**

The Head has overall responsibility for ensuring high quality teaching and learning in the school. This responsibility is delegated to the Deputy Head in her absence. It is the responsibility of all teachers and assistants to implement the Teaching and Learning Policy throughout the school.

## **Environment**

EYFS Staff provide a stimulating, nurturing environment where each child's needs are catered for through an activity based curriculum. The ways in which a child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and enable the child to become an effective and motivated learner.

Teachers and assistants throughout the school must provide a secure and educationally stimulating environment in which a positive attitude to learning is maintained.

## **Expectations**

Teachers are expected to plan lessons well, use effective teaching methods and activities and show good management of class time.

They should demonstrate good knowledge and understanding of the subject matter being taught

Teachers and assistants must challenge all pupils so as to deepen their knowledge and understanding.

They must make use of opportunities to contribute to the quality of the pupils' wider educational development, including their personal, spiritual, moral, social and cultural development.

Teaching must never undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Teaching must not discriminate against pupils contrary to the protective characteristics of the Equality Act 2010.

Teachers must evaluate their own teaching critically and use this to improve their effectiveness.

Positive relationships and good communication must be fostered between home, school and community.

## **Planning**

Teachers must plan thoroughly to ensure continuity and progression within the curriculum, matching the work to the needs of pupils.

Activities should be purposefully planned in the context of a broad, balanced curriculum through continuous, linked modules of work. These activities should be engaging and reflect nationally accepted current good practice.

In the EYFS children should learn through a wide and varied range of play activities, which stem from the children's interests. This approach should also provide a basic grounding in numeracy and literacy, thereby enabling children to progress into the next stage of their education with a sense of achievement and confidence.

The Curriculum Directories and termly Medium Term plans should provide clear guidance and structure as to what knowledge and concepts are taught when and which skills pupils can be expected to show at different stages of development.

Weekly plans must give detail of effective resources to be used, these should be of a good quality, quantity and range. They should also outline differentiated activities and tasks which will enable named individuals or named groups of pupils to learn and make progress, including those with SEND, EAL or those who are Gifted and Talented. Weekly plans must take into account the aptitudes, needs and prior attainment of the pupils. Planned tasks and activities should show understanding of these.

Subsequent, regular assessment of pupils' understanding and misunderstandings should be used to inform future planning so that pupils make good progress.

Weekly Planning sheets contain boxes where opportunities for assessment (relating to the content and skills outlined in our Curriculum Directories and on Individual Assessment Sheets) and where opportunities for personal development (including the learning dispositions as listed in our 'Learning Power Walls') can be recorded.

## Teaching Methods

All teachers and assistants must set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships, which encourage pupils to behave responsibly.

Pupils should have frequent opportunities to achieve success and both their efforts and achievements should be valued and praised.

Teachers should ensure that the pace of lessons is sufficiently challenging and that pupils' time is used effectively;

It is good practice to outline the content and aims of a lesson, signal transitions and summarise key points as the lesson progresses.

Teachers are expected to present content clearly around a set of key ideas, using appropriate subject-specific vocabulary and well-chosen illustrations and examples.

Teachers should regularly employ a range of successful teaching strategies within a lesson which are appropriate to the subject matter, and which sustain the momentum of pupil enthusiasm and work.

Teaching should provide opportunities across the curriculum for pupils to improve their skills in literacy, numeracy and IT.

Teachers should use the school's Presentation Guidelines' to ensure pupil's written work is presented to high standards

Teachers should enable pupils to work regularly as individuals, in groups and as a whole class so as to develop the individual and collaborative study skills necessary for effective learning.

Pupils should be encouraged to ask intellectually curious questions to clarify, deepen and further their understanding. Teaching should aim for pupils to become increasingly independent in planning, organising, selecting resources and evaluating their own work. Encouraging and allowing time for drafting, searching for known errors and gathering the opinions of others are important.

Opportunities should exist for pupils to consolidate and further their knowledge both in the classroom and through setting well focused homework to reinforce and develop learning.

Teachers should display the desirable learning dispositions of 'Relating', 'Reflection', 'Resourcefulness' and 'Resilience' in our 'Learning Power Wall' and use these to

highlight which dispositions are needed or possible and then celebrate when pupils show them.