



Caversham Preparatory School

Policies and Procedures

712 Quality of Teaching Policy

Quality of Teaching Policy

Including those in the EYFS (Early Years Foundation Stage)

Introduction

The Proprietors at Caversham Preparatory School are aware that the success of the pupils depends primarily on the quality of the teaching that takes place in the school. To this end a document has been produced to identify exactly what is considered quality teaching.

Class teachers are both responsible and accountable for the progress pupils make whilst being taught by them. It is essential that pupils only receive the best education we can provide.

The Aims of this document

We want to ensure that the overall achievement of all pupils is excellent. This document provides guidance on how, as school we achieve this and what excellent looks like.

Academic Excellence – Key Indicators

- High level of understanding in mathematical, linguistic, scientific, technological, human and social, physical, artistic and creative areas and a high degree of effective application of these across the curriculum.
- High level of success in extra-curricular activities.
- Considerable level of success (for their age) in independent and group achievements such as music, games, drama, clubs and societies for their age.
- Attainment is well above that of the national average for maintained schools.
- An excellent rate of progress is maintained throughout the school (this refers to annual and short term/lesson progress).
- Pupils are successful in gaining places against strong competition for the next stage of their education.
- Pupils with a particular talent are highly accomplished in their own area of expertise and achieve considerably in advance of their age group.
- The achievement of those with SEND, EAL or are More Able and Talented is excellent.

What we look for - Key Indicators

Pupils are:

- self-reflective and demonstrate confidence and notable resilience.
- are adaptable, self-disciplined and can informally assess risk.
- demonstrate strong perseverance.
- make appropriate and sensible decisions.
- have cultural and aesthetic awareness, as a result they reflect with maturity.
- enjoy debating and can give convincing reasons for their values.
- are well behaved and accept responsibility for their behaviour.
- challenge inappropriate behaviour and show no tolerance for bullying.
- know how to stay safe mentally and physically.



Caversham Preparatory School

Policies and Procedures

712 Quality of Teaching Policy

- understand the importance of democracy and the value of British society.
- celebrate diversity; they understand and support those with SEND.
- older pupils set an appropriate example.
- support charitable efforts and appreciate the situation of others less fortunate than themselves. Children initiate charitable activities and events without adult support.
- are environmentally, economically and socially aware for their age. Equally they demonstrate high levels of emotional maturity.

Essential elements of quality teaching:

- 1. The teacher plans effectively and sets clear objectives that are understood.**
 - a. Objectives and success criteria are communicated clearly at the start of the lesson.
 - b. Materials are well chosen to enhance the learning experience.
 - c. There is an appropriate structure to the lesson.
 - d. The learning needs of those with IEPs are incorporated with the teacher's planning.
- 2. The teacher demonstrates excellent subject knowledge and understanding.**
 - a. Teacher has thorough knowledge of the subject content covered in the lesson.
 - b. Subject material is appropriate for the lesson.
 - c. The success criteria are made relevant for all pupils.
- 3. The teaching methods used enable pupils to learn effectively.**
 - a. The lesson is linked to previous teaching or learning.
 - b. The ideas and experience of the pupils are drawn upon.
 - c. High quality questioning enhances the learning.
 - d. The lesson is well paced and matched to the needs of the learners.
 - e. A variety of activities and questioning techniques are used.
 - f. Instruction and explanations are clear and specific.
 - g. The teacher involves all pupils, listens to them and responds appropriately.
 - h. High standards of effort, accuracy and presentation are encouraged.
 - i. Appropriate methods of differentiation are used.
 - j. Account is taken of individual learning styles.
- 4. Pupils are well managed and high standards of behaviour are insisted upon.**
 - a. Pupils are praised regularly for their good effort and achievement.
 - b. Prompt action is taken to address poor behaviour (see pupil behaviour policy)
 - c. All pupils are treated fairly.
- 5. Pupils' work is assessed**
 - a. Teachers use effective questioning as a method of assessment
 - b. Pupils' written work is marked regularly and consistently.
 - c. Summative Assessment is linked to AfL and used to inform planning and differentiation.
- 6. Pupils achieve productive outcomes.**
 - a. Pupils remain fully engaged throughout the lesson and make progress in the lesson.
 - b. Pupils understand what work is expected of them during the lesson.
 - c. The pupil outcomes of the lesson are consistent with the objectives set at the



Caversham Preparatory School

Policies and Procedures

712 Quality of Teaching Policy

7. **The teacher makes effective use of time and resources.**
 - a. Time is well utilised, and the learning is maintained for the full time available.
 - b. A good pace is maintained throughout the lesson.
 - c. Teaching Assistants are well managed to support the learning environment.
 - d. Appropriate learning resources are used, e.g., ICT.

8. **Homework is used effectively to reinforce and extend learning.**
 - a. Homework is set if appropriate.
 - b. The learning intentions are explicit and relate to the work in progress.
 - c. Homework is followed up, marked and returned to the pupil.



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Policies and Procedures

712 Quality of Teaching Policy

Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

None

Quoted Legislation and Guidance

None

Review Schedule

This policy is subject to 2 yearly reviews unless circumstances require an earlier review.

Update and Review Log

| Updated/ Reviewed By | Date | Notes |
|-------------------------|------------|--|
| J Lawson | Aug 2019 | Review |
| J Lawson | Aug 2020 | Review |
| A Lawson | April 2021 | Formatting and Updating Links |
| J Lawson | Sept 2022 | Reviewed for CPD purposes at the beginning of the year |
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