



Caversham Preparatory School

Policies and Procedures

714 Teaching and Learning Policy

Teaching and Learning Policy

This policy covers Teaching and Learning across the whole school, including the children in the Early Years Foundation Stage.

Introduction

It is vital that teachers have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.

Teaching is sometimes difficult, and there may be barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils. Each and every pupil has the right to access the very best learning that we are able to offer.

Effective planning

All staff at Caversham Preparatory School plan their lessons carefully. English and mathematics plans are completed weekly. All other subjects are planned half termly. A whole school long term plan for each subject is followed ensure to progression of subject knowledge and skills.

Schemes of work are followed for Computing, Religious Education, PSCHE and Key Stage 1 PE. However, schemes of work are not intended to stifle teacher's individuality and creativity. They are intended as a tool and a guide to ensure continued progression throughout the school.

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 Assessment Policy).

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). We have high expectations of all children, boys and girls, and we believe that their work here at Caversham Preparatory School is of the highest possible standard. Where pupils need extra support, whether they are pupils with a SEN or just need that little extra support for a particular subject or topic, we do not discriminate against gender and so provide equal support for both boys and girls.

We are a mixed school so all subjects are taught in mixed gender groups. However, for some sex education lessons, boys and girls may be taught separately.

We aim to set academic targets for the children in each academic year and we share these targets with the children and their parents. We review the progress of each child at the end of the academic year and set predictions for each child for the next academic year.



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All lessons are planned with clear learning intentions (LI) and success criteria (SC). These learning intentions focus on what is to be learned and not an identification of tasks to be completed by pupils. Learning intentions where possible highlight a skill that is being developed so pupils can make links between study skills being acquired in other subject areas. Learning intentions make a clear distinction between skills being developed and the acquisition of subject knowledge. Success Criteria sets out for the child what success looks like at the end of the lesson. These may be set by the teacher, by the class or by the pupil.

Although all lessons have clear learning intentions. How and when these are to be shared with pupils is at the professional discretion of the teacher. Some discovery or mystery lessons for example are best done with the learning intentions being shared at the end of the lesson as the learning is being reviewed. Learning intentions may be written on the Interactive White Board (IWB), or be explicitly referred to orally. Pupils in the Juniors are expected to write their learning intention in their books and in the Infants, pupils are often given sheets with prewritten learning intentions or may have assistance writing them, if required.

Setting success criteria is an essential part of the learning intention setting process. Success criteria informs pupils of what they need to do in order to meet the learning intention. Good success criteria are an essential part of the formative assessment process as they allow pupils and teachers to judge how well pupils have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback.

Teaching assistants and other adult helpers are used effectively. They work with individual children and sometimes they work with small groups.

Effective Learning

In order to learn effectively it is important that all pupils are actively engaged in tasks that stretch and challenge them through effective class discussions, tasks and activities. Teachers need to ensure that their planning of activities provides opportunities for pupils to exhibit their learning so that teachers and pupils can make informed decisions about the form and amount of progress being made.

We offer opportunities for children to learn in different ways:

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

As 'working' is not always 'learning' – we enable our pupils to be active learners by:

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- Clarifying and sharing learning intentions that informs the pupil as to where their learning is going.
- Engineering effective discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves the learner forward
- Activating pupils as learning resources for one another
- Activating pupils as owners of their own learning

Independent Learners

It is our goal to nurture independent learners who have the skills to be successful in an increasingly globalised and changing world. To achieve this we must train and equip pupils to be critical and reflective learners. Through learning to learn pupils should be able to think about the learning process and how to learn successfully. This can be done by engaging pupils in the learning progress, employing effective questioning techniques, sharing learning intentions and success criteria and by giving them opportunities to assess their own work. This can be further developed by helping them extend these skills by engaging in peer assessment, giving each other advice and by having opportunities to teach each other.

Expectation of Pupils

- Pupils are expected to take responsibility for their own learning and strive to become independent, life long learners.
- Pupils need to learn to be resilient when things do not go as planned.
- Pupils are expected to contribute to activities and learning in lessons. They need to have a go at all activities.
- Pupils are expected to approach their learning with enthusiasm and a positive attitude.
- Pupils should behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are developing ideas.

Expectations of Teachers

- Teachers should have a strong understanding of the principles behind good learning and teaching and be able to put these into practice.
- Caversham Preparatory School teachers are expected to have high expectations of their pupils and be dedicated to inspire and encourage those that they teach.
- Teachers should listen to pupils' ideas. They should involve pupils in their learning and discuss how to make progress.
- Teachers should try to teach pupils something new each lesson.
- Teachers should assess pupils' work and provide feedback regularly.
- Teachers should be helpful, approachable, supportive and understanding of their pupils' needs. All pupils should be treated with dignity and fairness. Teachers should be positive about their pupils and enthusiastic about their learning. They should be warm, friendly and welcoming; having a good sense of humour is always useful too.
- Teachers are role models and should model the behaviour that is expected from pupils.
- Teachers should be assertive and exercise good classroom control. They should be consistent in applying school policies.
- Teachers should be knowledgeable and enthusiastic about the subjects they teach.



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- 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.
- Teachers ensure that all tasks and activities that the children do are safe. Full risk assessments are made and parental permission given.
- Teaching is in an atmosphere of trust and respect for all.
- Teachers provide stimulating environment for learning as an exciting classroom promotes independent use of resources and high quality work by the children.

The Role of Parents

- 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 regular parents' evenings to discuss their child's progress
 - Holding parents' evenings to explain our school strategies for teaching literacy, numeracy and other curriculum areas
 - Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
 - Sending regular reports to parents in which we explain the progress made by each child and at the end of the year indicate how the child can improve further
 - Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
 - Keeping our Class Pages updated on the Website

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 with the correct uniform and PE kit
- 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



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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 by the Head Teacher unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
A Hutchison	Jan 2019	First written: in 2010 and reviewed every two years since. This review was done in the light of the new advice in the Independent Schools Statutory Requirements 2018 on gender non-discrimination.
A Lawson	April 2021	Formatting and Updating Links
J Lawson	August 2022	Reviewed for staff CPD at the start of the new term