

# TEACHING AND LEARNING POLICY



## Aim

### This policy aims to:

- Clarify, create and maintain a common approach for very good teaching and learning and a positive learning environment.
- Provide a foundation for much of the school's work by providing continuity and consistency of expectation.
- Be a support tool for school self-evaluation.
- It should be noted that the school's aims include:

### To provide a broad and balanced curriculum which:

- Promotes the academic, spiritual, cultural, physical and moral development of students;
- Prepares children for adult life and encourages them to become good citizens – showing respect, loyalty and friendship towards others;
- Allows children to become fluent and proficient users of the English and Spanish languages, whatever their native tongue is.

### To provide a high quality education which:

- Promotes high standards of achievement and allows all children to develop to the best of their ability, both personally and academically;
- Generates high levels of student engagement and enthusiasm and allows students to become confident, secure and independent learners.

It is essential therefore that the teaching and learning that takes place at King Arthur British School reflects these aims.

## Rationale

*The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It is based on current learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and improve practice to ensure the best provision for our children.*

## Operations

The principles that we have agreed are fundamental to children's learning and underpin the work we do.

1. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning.
2. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning.
3. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful.
4. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.
5. Learning should enable children to use their existing skills and knowledge and apply them to other contexts.

## We believe that children learn best when learning is:

- Stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable.
- It should build on experience and have built in success for all.
- It should be based on our good knowledge of the children so that it engages them.
- It should have high expectations of learning outcomes and it should always be purposeful and relevant.
- Owned by the children.
- They should have a role in the planning, choice of level, choice of resources, feedback and agreeing next steps.

## What makes a good lesson?

- Thinking skills that are developed throughout the lesson allowing children to be actively involved. The children are encouraged to be independent learners and make decisions and choices for themselves.
- Continuous assessment that makes the lesson flexible and responsive to the children's learning needs.
- Objectives that are clearly understood by the children and adults. These objectives are reinforced throughout the whole lesson.
- Resources that are well organised and effective in supporting children's learning.
- Teaching assistants that are well prepared, allowing them to support, reinforce and extend the lesson effectively.
- Different learning styles are accounted for and children are enthused and excited throughout the lesson. ICT is used where appropriate.
- Expectations that are high for work and behaviour and which support the school aims and ethos. The lesson encourages adults to support children and children to support each other.
- Differentiation throughout the lesson challenges all the children, including SEN, and encourages creativity and reflection.
- A positive school and classroom climate is created through genuine constructive praise, rewards and self-assessment.
- Subject knowledge is extensive to allow the teacher to pick up any misconceptions and answer any of the children's questions.
- Thorough preparation is vital.

## Outstanding Teaching and Learning

The Ofsted inspection guidance for independent schools (February 2016) provides the following criteria for teaching and learning to be rated as outstanding:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- In the Early Years Foundation Stage, a highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. Teaching is highly responsive to children's needs. Assessment is accurate and based on high quality observations. Provision across all areas of learning is planned meticulously. Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.

### **What Does an Effective Learning Environment Look Like?**

An effective learning environment has the following features:

- Displays are interactive and stimulating. They value and reinforce learning across a range of curriculum areas. They are regularly changed.
- Resources are organised, respected, relevant and accessible.
- Classroom layout promotes learning and safety, so that children can move around the room, see central areas and work collaboratively.
- Rules, rewards and targets are clearly displayed and accessible.
- Information for parents and children is up-to-date and accessible.
- Health and Safety is promoted and the environment is welcoming and fun and shows that the adults and children respect each other.

### **Criteria for monitoring of Teaching**

- All monitoring of teaching is to be done in a supportive way designed to reflect the mutual respect that is vital between colleagues and professionals. It is done with the aim of encouraging the sharing of good practice, individual professional development and overall school improvement.
- Teaching is monitored by the management team through classroom observation, reading teacher's plans, and staff appraisal, monitoring of books and talking to children.

## Criteria for Monitoring Learning

When monitoring quality of learning, there should be evidence that pupils:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical or creative effort to their work
- Are productive and work at a good pace
- Show interest in their work, are able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve.

## Responsibilities

The primary management team and directors are responsible for monitoring and maintaining our high standards of teaching and learning across the primary school. This involves regular observations of teaching coupled with performance management reviews for teaching staff. It also involves informal observation throughout the school day, book scrutiny and analysis of assessment data. All information is shared with the school directors.