

Prep School teaching and learning

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1 Policy statement

1.1 Teaching and Learning at Hampshire Collegiate Prep School (HCPS) reflects the school's aim of believing that every child has special qualities and that it is our responsibility to define and refine these. With this in mind, teachers deliver the curriculum so as to foster in pupils an interest in their work and an ability to think and learn for themselves and develop self-motivation. In all areas of the curriculum teaching will encourage effort, be that intellectual, physical or creative, and will enable all pupils to increase their understanding and develop skills in the subjects taught according to their ability in order that they may make good progress.

1.2 This Teaching and Learning Policy is designed to help establish the principles and best practice for teaching and learning across the curriculum. The aim of the policy is developmental. It is intended to encourage colleagues to continually reflect on what constitutes best practice. It also sets out the expectations for teaching and learning in the school, to guide new colleagues and to inform discussions between teachers about lesson observations and professional development.

1.3 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.4 HCPS is fully committed to ensuring that the application of this Teaching and Learning policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.5 HCPS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.6 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

- Feedback and Marking Policy
- Assessment Recording and Reporting Policy
- Curriculum Policy
- Behaviour and Discipline Policy
- Special Educational Needs Policy
- Subject handbooks and Schemes of Work

2 Aims

- To achieve high educational standards commensurate with pupils' abilities.
- To deliver effectively a broad, balanced and relevant curriculum.
- To provide a happy, caring, secure and purposeful working environment that will enable children to develop fully their individual interests, talents and potential.
- To nurture a positive attitude to learning that will encourage children to become enthusiastic and confident life-long learners.
- To ensure that no teaching in the school will undermine the fundamental British values of democracy, the rule law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics as set out in the Equality Act 2010.

- To ensure that no teaching in the school discriminates against pupils contrary to Part 6 of the Equality Act 2010
- To ensure all pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit which underpin success in education and employment.
- To develop self-esteem, motivation, respect, confidence, co-operation, politeness, self-discipline and high standards of behaviour.
- To foster a tolerant acceptance and respect for the culture, attitudes and opinions of others, regardless of race, creed or gender.
- To work closely in home/school partnership with parents/carers/guardians to the benefit of the children.
- To prepare children to become worthwhile and valued citizens and members of their community.
- To develop “the whole child” culturally, socially, physically, intellectually, emotionally, spiritually, aesthetically and morally.
- To enable children to adapt to change and to prepare them for the opportunities, responsibilities and experiences of adult life.

3 Effective learning

‘The Learner is central to the process of teaching,’ Every Child Matters

We recognise the need to develop strategies that allow all children to learn in ways that best suit them. We offer opportunities for children to learn in different ways by providing a variety of stimulating teaching methods to develop their skills and abilities to their full potential.

3.1 For learning to take place we:

- Structure lessons carefully to build towards new learning, reinforce and develop previous knowledge and ‘pave the way’ for future learning;
- Encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn;
- Encourage all children to participate fully and be actively engaged in all lessons;
- We expect all children to comply with our Golden Rules so as to promote the best learning opportunities for all;
- Challenge children appropriate to their individual abilities, encourage and support them during lessons;
- Reward children when they have done well, identifying the positive features;
- Use assessment in lessons to inform teachers’ understanding of the level and progress of every child and help them to understand what they have learnt and how they can improve.

3.2 Effective learning results in:

- Knowing you have succeeded;
- Feeling you can do more;

- Explaining what you have learned;
- Applying it to other situations;
- Teaching it to someone else;
- Feeling valued and good about yourself;
- Understanding the relevance of what you are learning.

4 Effective teaching

Effective learning requires effective teaching. We focus on motivating all children and engaging them in lessons to help them build on their skills, knowledge and understanding of the curriculum. The curriculum maps and medium term plans, based on the National Curriculum, guide our teaching; they set out the aims, objectives and values of the school and detail what is taught in each subject to each year group.

4.1 For effective teaching to take place all teachers at HCPS are required to:

- Demonstrate appropriate knowledge and understanding of the subject being taught
- Provide effective preparation for future life in British society by developing in every person the values, skills and behaviours they need to get on in life.
- Effectively prepare and deliver purposeful, well-structured teaching plans based on the school's medium term plans;
- Use a variety of teaching methods and approaches using a range of resources of adequate quality and quantity
- Mark pupils work regularly and thoroughly and ensure full records are kept in line with HCPS Assessment, Recording and Reporting Policy and Marking Policy
- Assess children's work as part of the on-going assessment process within the Prep School as stated in the Assessment Recording and Reporting policy to ensure work is set and adapted according to abilities and outcomes.
- Build on our knowledge of each child's existing skills, knowledge and understanding;
- Have due regard for appropriate time management in their lessons;
- Utilise a good range, quality and quantity of resources to fully meet the needs of the pupils and the subjects being taught
- Deliver clear, child-friendly learning objectives, both visual and auditory, which are shared with the children;
- Use on-going pupil assessment and an understanding of pupil aptitudes needs and prior attainment, to inform lesson planning and evaluate pupil performance both in terms of the aims of HCS and the national norms;
- Ensure that a record of attendance is kept and that appropriate action is taken in the case of pupil absences.
- Give clear success criteria of what should be achieved at the end of the lesson
- Appropriately challenge and have high expectations for all children – in the case of children with additional learning needs information and targets from the child's Pupil Passport are used;
- Make effective use of the school's Behaviour and Discipline Policy to manage behaviour, encourage pupils to behave responsibly and also to ensure that all pupils have equal opportunities to access the learning opportunities

- Make a special effort to establish good working relationships with all children and follow the school policy with regard to discipline and classroom management;
- Praise children for their efforts and, by so doing, help to build positive attitudes towards school and learning in general;
- Conduct all their teaching in an atmosphere of trust and respect for all.
- Ensure that all tasks and activities the children do are safe and risk assessed;
- Deploy TAs and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups;
- Ensure their classrooms are attractive learning environments. Ensure that the classroom displays reflect the topics studied by the children. Ensure that all children have the opportunity to display their best work at some time during the year.
- Create a stimulating environment to set the climate for learning, and promote independent use of resources and high-quality work by the children;
- The learning environment should:
 1. be welcoming
 2. be peaceful and calm
 3. be well resourced and organised
 4. be encouraging and appreciative
 5. be purposeful and work-centred
 6. support learning
 7. celebrate success and develop self-esteem
- Set targets for the children in each academic year and to share these targets with children and their parents/carers and to review the progress of each child termly and set revised targets;
- Recognise that effective teaching is a partnership involving learners, teachers and parents/carers.

4.2 Differentiation

At HCPS differentiation is an on-going process that accommodates the needs of individual pupils in line with the school's aims. It ensures that teaching allows learners to make at least their expected progress in relation to their capability.

When planning, teachers must ensure that work is suitably differentiated in order to stretch the lower ability children to work as closely to their capability as possible and stretch and challenge those of higher ability to reach for achievements beyond predicted levels. Teachers use a range of methods of differentiation appropriate to the age and ability of the children and the task or concept being taught.

5 Roles and Responsibilities

5.1 The role of parents/carers

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

- Holding parents' meetings to discuss each child's progress;

- Holding parents/carers' information evenings to explain our school strategies for teaching literacy, numeracy and health education;
- Sending information to parents/carers 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/carers in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents/carers 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;
- Holding Meet and Greet at the start of each academic year to explain to parents/carers the requirements and expectations of the upcoming academic year.

We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would like parents/carers 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;
- 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.

5.2 The role of each subject leader

- To provide a strategic lead and direction for the subject;
- To support and offer advice to colleagues on issues related to the subject;
- To monitor pupil progress in that subject area;
- To maintain a subject file/folder;
- To monitor the way their subject is taught throughout the school;
- To examine long-term, medium-term and short term planning, and ensure that appropriate teaching strategies are used;
- To monitor the way in which resources are stored and managed;
- To plan subject budgets and purchase resources as necessary.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to the whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full curriculum coverage and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each Key Stage and to give examples of expectations of attainment.

5.3 Raising Achievement

- The school aims to provide a curriculum which challenges and enables its pupils to achieve, irrespective of socio-economic background, gender, race, or levels of ability or disability.

- HCPS defines achievement as being the attainment associated with cognitive abilities in addition to other qualities such as self-esteem, motivation, determination and high aspirations.
- The responsibility for raising achievement is shared by every member of staff.

5.4 Policy Review

Teaching and Learning will remain at the heart of all we do and this policy is considered as a developing document, constantly under review.

6 Document Information

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