



Hendon
Prep **1873**

POLICY for Teaching and Learning

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1 Policy Statement

Hendon Preparatory School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy caring and stimulating environment.

2 Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Hendon Preparatory School.

The implementation of the policy is the responsibility of all members of the Salcombe Community.

Education is the purpose of our school. We offer an enriched curriculum beginning with the individual child. The Teaching and Learning Policy lays the foundation for the whole curriculum, both formal and informal.

3 Aims and Principles

Our aims and principles are:

- to nurture a sense of self-discipline, self-esteem and confidence which encourages children to develop as independent, thoughtful and rational people
- to develop positive attitudes that encourage children to value, respect and empathise with others
- to promote and nurture a caring, safe, happy, welcoming and stimulating learning environment where children and staff feel secure, valued and respected
- to provide full access to a broad, balanced, differentiated curriculum, where the individual needs of the child are catered for, through a planned and structured curriculum, which encourages children to achieve the highest standards of which they are capable
- to foster effective partnerships between the school, home and local community
- to value the skills of all staff who are able to work co-operatively to provide a supportive teaching and learning environment for their own personal and professional development and for that of students and visitors
- to provide equality of opportunity for all children and encourage their spiritual, moral, cultural and physical awareness and development

Our policy is structured under the following headings:

- Ethos/Learning Environment
- Curriculum
- Classroom Organisation
- Teaching Skills
- Relationships
- Display
- Assessment and Recording
- Staff Development

3.1 Ethos and Learning Environment

Children learn best when they:

- feel valued, secure, safe and respected
- are in a stimulating and welcoming environment
- listen to and value their own and others contributions
- are aware of agreed rules, aims, codes of conduct and golden rules
- have a well-disciplined and positive attitude and outlook
- are given positive praise and encouragement
- are given opportunities and encouragement to show initiative and independence
- are encouraged to have high expectations and achieve the highest standards of which they are capable
- are given the opportunity to share in success in class and in school (assemblies, displays)

3.2 Curriculum

Children learn best when:

- the curriculum is broad and balanced
- the curriculum is lively, stimulating and interesting
- the curriculum is well planned and coherent with structured links between short, medium and long term planning levels
- planning of the curriculum shows progression and consistency and has clear, specific aims and learning objectives
- the curriculum is differentiated and pitched at the appropriate level
- the delivery of the curriculum encourages independent, active learners
- the curriculum is well resourced
- the curriculum is made available to everyone at the appropriate level
- excellence and achievement in curriculum areas are recognised and celebrated
- learning is supported by homework and the involvement of parents who receive a termly leaflet

3.3 Classroom Organisation

Children learn best when:

- the classroom is arranged appropriately and resources readily available
- children and staff are well prepared and organised
- there is easy access to well organised, clearly labelled and visible resources
- there are stimulating displays which are valued and interactive
- classrooms assistants and parent helpers are used effectively
- there are clear agreed expectations and consistent rules/routines for working related to discipline and independence and health and safety

3.4 Teaching Skills

Children learn best when:

- resources are prepared and organised in advance
- expectations, instructions and learning objectives are made clear to the children
- groups, individuals and support staff are organised appropriately
- a variety of teaching skills are used

- questioning and discussion are used effectively for communication
- activities are differentiated and made stimulating and challenging
- the teacher has sound and confident subject knowledge
- work is well planned and follows guidelines with clear aims and objectives
- opportunities are provided for children to show initiative and independence
- high expectations are used to encourage children to take a pride in their work and achieve the highest standards of which they are capable
- teachers value children's opinions and provide effective feedback
- teachers use discipline effectively and are consistent and fair

3.5 Relationships

Children learn best when:

- they are valued, respectful and tolerant of each other
- they co-operate in groups and help each other
- talents are valued and celebrated
- there are clear and shared aims
- there is clear communication between everyone and a willingness to listen
- they witness positive role models
- the teacher is approachable and accessible and considers the needs of the child
- there are positive home, school and community links and a sense of partnership

3.6 Display

Children learn best when display:

- is interactive and involves children's responsibility
- creates a stimulating environment
- is relevant and shows what is happening in the classroom
- covers a variety of subjects
- is regularly changed
- demonstrates a high standard of presentation
- encourages a sense of pride and celebration within the school
- uses a variety of media, is 2D and 3D and located in all areas of the school
- involves all children's work

3.7 Assessment and Recording

Children learn best when:

- assessment is in an agreed format and has a clear purpose which everyone understands
- is regular, ongoing, manageable and useful
- assessment informs future planning and work
- there are opportunities for children to discuss their work with the teacher
- marking is linked to the learning objectives
- marking is positive and developmental – guiding children to the next stage of learning
- assessment is supported by subject co-ordinators
- procedures show progression through communication between year groups

- there is a recognition of achievement which encourages children to be successful records are used by the teacher to help guide children's future progress

3.8 Staff Development

Children learn best when:

- opportunities are provided for non contact time and Inset to develop knowledge and expertise
- specific times are made available for specific activities
- there is input to support staff from outside agencies
- a clear programme of professional development provides teachers with confidence and a sense of purpose
- staff understand the structures within the school
- there is an awareness of current issues
- teachers skills and talents are used and developed
- monitoring and evaluation lead to professional development
- there are clear induction policies for new staff
- through appraisal and other sessions, staff review their professional development
- staff are empowered through working groups
- staff are given the opportunity to shadow co-ordinators

4 Monitoring and Review

Teaching and learning will be monitored on a regular basis through subject monitoring and evaluation as well as through appraisal, support and training and informal staff support. Guidance from the policy should be regularly used as a benchmark for staff to gauge and review their own performance and will provide criteria for the evaluation of teaching and learning within the monitoring process. The policy itself will be reviewed by the whole staff every two years. **Ownership and consultation**

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