

Review date: August 2019 Next review: August 2020

**THE VILLAGE PREPARATORY SCHOOL, BELSIZE PARK**

# **LEARNING AND TEACHING POLICY**

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

This Policy has been reviewed and approved by: Director of Operations

Review date: August 2019

Policy actioned from: August 2019 – August 2020

Next review date: August 2020

Please note: 'School' refers to The Village Preparatory School; 'parents' refers to parents, guardians and carers.

Please note: This is a whole school policy, which also applies to the Early Years Foundation Stage.

This policy should be read in conjunction with the Curriculum Policy

## Introduction

The purpose of this policy is to support the implementation of high quality learning and teaching throughout the school, so that we ensure that every pupil makes the best possible progress and attains the highest academic standards. Effective learning and teaching is a vital part of the whole school pedagogy, implemented effectively by learning and teaching, the curriculum and meaningful assessment all working together and being interlinked.

The Village Preparatory School (TVPS) is committed to providing a learning environment where all pupils are challenged through high quality teaching, supported by excellent pastoral care. However, achievement covers more than just academic achievement: we want all pupils to have a passion for learning, to be inspired by their lessons, to learn how to be independent learners who think critically, who are confident and resilient when times are difficult, and who have the drive to pursue interests of any kind beyond the walls of the classroom.

Effective learning and teaching:

- Enables pupils to acquire knowledge and make progress appropriate and beyond their ability
- Enables pupils to be motivated, to apply an intellectual, creative and/ or physical effort, to be interested in their work, and to be able to think and learn for themselves
- Involves well planned lessons and sequences of lessons, through effective teaching methods, activities and time management
- Demonstrates clearly how the school's curriculum sets out the knowledge and skills pupils will gain at each stage
- Reflects at every stage how the staff teach and assess their curriculum, to support pupils to build their knowledge and to apply that knowledge as skills
- Is supported by the SLT through creating a calm, well-managed environment, free from bullying
- Records the impact this has on the behaviour and attitudes of pupils
- Determines the school's intent to provide for the personal development of pupils, to build resilience and confidence in later life
- Understands and develops the quality with which the staff implement this work
- Shows a good understanding of the aptitudes, needs and prior attainment of pupils; ensuring that these are taken into account when planning learning

- Demonstrates good knowledge and understanding of the subject matter being taught
- Utilises effective classroom resources of good quality, quantity and range
- Implements effective assessment strategies to inform teaching and impact on pupil progress
- Utilises effective strategies for managing behaviour and encouraging students to act responsibly
- Supports the promotion of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Promotes diversity and equality

Effective learning and teaching happens when:

- Pupils demonstrate high levels of enthusiasm; are focused and productive
- Pupils display a desire for more and have a spark of curiosity
- Pupils ask searching questions
- Pupils are able to self-select the right skill or knowledge required
- Pupils understand their current level of attainment and what they need to do to improve
- Pupils are able to work independently (dependent on age), and demonstrate resilience
- Pupils are all participating and well behaved

The impact of quality teaching and learning is ultimately tested through the progress that pupils make and the outcomes they achieve.

Through an excellent education we aim to:

- Deliver excellent academic outcomes through outstanding teaching
- Develop the necessary character traits that allow every pupil to achieve in a range of contexts
- Prepare pupils for an ever-changing world, with a global mind-set and a respect for diversity

We have a model of learning and teaching, which is a simple way of seeing what works based on a broad base of research and evidence. The model is, however, not a prescription of how to teach.

- Climate and classroom relationships: vision, ethos, aims and values
- Planning: learning sequences and lesson structures

- Home learning: making homework valid and educationally beneficial to the learner
- Learning environment and resources
- Pedagogical content knowledge and expertise: high level of subject knowledge,
- Classroom instruction: fulfilling expectations, reviewing previous learning, scaffolding, summarising, practising
- Valid questioning: that develops thinking, that probes and challenges, that promotes discussion, that inspires pupils to ask questions
- Understanding of the educational outcomes in our teaching
- Assessment and feedback: formative use of summative assessment, self and peer assessment, diagnostic assessment, pupils responding and demonstrating progress, changing lesson structure, if required

If these are all done well, pupils will succeed academically but also display well-being in themselves and for others.

### **Responsibility**

All staff are responsible for ensuring this policy is implemented and acted on. When evaluating the use and impact of this Learning and Teaching Policy, the Head will evaluate the extent to which there is evidence of:

- The impact of teaching on academic attainment and progress
- The impact of teaching on pupil engagement and passion for learning, capacity for independent and critical thinking, self-awareness and resilience and self-confidence
- Outcomes that support the teaching and learning.

### **Evaluating the quality of teaching**

Every teacher is expected to evaluate the impact of their teaching in order to continue their professional improvement.

In evaluating, the following questions are asked:

- How effective is teaching? How do we know?
- What impact is teaching having on learning and progress? What is our evidence?
- What do we need to do next to improve further?

Any evaluation of teaching takes account of a range of evidence, e.g. work scrutiny, lesson observation, analysis of data, feedback from pupils, etc.

### **Interpretation**

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 10830542.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.

This policy does not form part of any employee's contract of employment and may be amended at any time.

