

**THE FALCONS
PRE-PREPARATORY
SCHOOL FOR BOYS
INCLUDING THE EARLY YEARS FOUNDATION STAGE**



**TEACHING AND LEARNING
POLICY**

Teaching and Learning Policy

Teaching and learning is the business of the whole school.

Section 1

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Section 2

- Classroom management and organisation
- Planning
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This policy should be read in conjunction with the following policies:

- Curriculum
- Assessment
- Marking
- Foundation Stage
- SENDA
- EAL
- Equal Opportunities
- Behaviour

Section 1

Aims:

At Falcons School for Boys we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Ethos:

We believe in the concept of lifelong learning and that people learn in different ways. We maintain that learning should be a rewarding and enjoyable experience for everyone. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities, and make informed choices about the important things in their lives.

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm and effective working environment at all times, in which each child can work towards his maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with the school's assessment and record keeping policies.
- Effective management of their professional time.
- Providing children with meaningful and purposeful tasks, related to the school's agreed programmes of study.
- Valuing and celebrating pupils' success and achievements, supporting the schools agreed procedures for certificates and rewards.
- Reviewing personal and professional development by providing appropriate INSET, training and support for colleagues in order to ensure a high level of professional expertise and consistency across each year group.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy, all children at Falcons School for Boys will be given full access to the curriculum in an appropriate way. Staff will endeavour to help all children to work towards their full potential, adapting teaching styles to the task and the child.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending parent consultations and other meetings.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Supporting, the school's homework policy.
- Contributing relevant information to base-line assessment.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home that may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

Pupil's Role:

The boys are encouraged to support their own learning by

- Ensuring they enter school ready for the day.
- Taking a full and active part in all lessons.
- Completing their homework on time and to the best of their ability.
- Respecting all around them and adhering to the school's rules.
- Valuing the opinions and ideas of others.
- Respecting and taking care of the learning environment, remembering that this includes all areas of the school.
- Wearing their uniform with pride at all times, remembering to wear all necessary parts where and when appropriate.
- Respecting the wider environment, particularly when out on trips, representing the school.
- To remember that school rules apply at all times during the school day, whether in or out of the immediate school environment.
- Taking part in the evaluation of their learning and working towards their personal targets.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving reasonable/ appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Section 2

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and others in the community

All members of the school community (teaching and non-teaching staff, parents, pupils and visitors) work towards the school's aims by

- Building children's self esteem and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all respects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working as a team, supporting and encouraging one another.

Management

The learning environment will be managed in such a way as to facilitate different styles of learning and will incorporate-

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including in the Foundation Stage, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Where appropriate, Classroom Assistants support children within the class, under teacher direction.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each class will be clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- In the Foundation Stage, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play that will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning:

Medium term Planning will take place termly in year group teams, with reference to the school agreed schemes of work. Teachers and support staff will meet weekly in year group teams to plan. Weekly planning meetings are used to discuss feedback from the previous week's work and to inform future planning of any areas for development within the following weeks planning.

Reviewed: September 2011

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning.

Record keeping and assessment:

The Early Years staff complete the Early Years Profile throughout Nursery and Reception; this is then passed to the Key Stage One staff, who keep this as evidence of prior attainment.

In Key Stage One, regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the, Assessment Policy and Marking Policy and in individual subject policies.

Screening:

- All Reception pupils will be screened using Pips Baseline Assessment within the first two weeks of starting school. They will complete the follow up assessment by the end of June.
- Any late starters will complete Pips on entry within a week of their arrival.
- Years 1 and 2 complete Pips at the appropriate time during the year.

All results from these assessments will be kept and monitored.

Teaching Strategies:

In order to ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of strategies:

- The development of close links between Early Years and the feeder nurseries.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between EYFS and Key Stage 1.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in allocated areas, and will be regularly audited by the subject co-ordinator. Consumables will be replenished as necessary by the co-ordinator. Staff may contact curriculum area co-ordinators with suggestions for specialist materials, which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Falcons School for Boys opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

Monitoring and evaluation:

Pupil's work will be monitored and moderated by the Headmaster, curriculum area co-ordinators, the SMT or Director of Studies as part of each co-ordinators action plan.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises and will be reviewed on a regular basis.