



Keble Prep Teaching and Learning Policy

Introduction

Teaching and learning are the fundamental processes in the school community. It is recognised that all members of the community have an essential role to play in its success. Learning should be a rewarding and enjoyable experience for everyone. Through teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives; these skills should also be portable. Appropriate teaching and learning experiences help pupils to lead happy and meaningful lives.

Aims and Objectives

We believe that pupils learn best when they are in a positive learning environment. Pupils learn in different ways and a varied learning environment allows pupils to develop their skills and abilities.

In accordance with the Independent Schools Standards we aim to:

- a. enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b. fosters pupil self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- c. involves well-planned lessons and effective teaching methods, activities and management of class time;
- d. shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in planning of lessons;
- e. demonstrates good knowledge and understanding of the subject-matter being taught; utilises effectively classroom resources of a good quality quantity and range;
- f. demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- g. utilises effective strategies for managing behaviour and encouraging pupils to act responsibly; and
- h. does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Our objective is to fulfil these aims by the following:

Organisation

- Effective organisation of teaching groups to meet the differing needs of the pupils, this may include setting or mixed ability teaching with differentiation.
- Age appropriate curriculum to enable pupils to acquire new knowledge, increase their understanding and develop their skills.
- Resources of an appropriate quality, quantity and range are utilised effectively and are easily accessible by pupils.
- Deploy effective planning to utilise the skills of all teachers and teaching support staff appropriately.
- Plan to optimise lesson and homework time to ensure effective coverage and the maximisation of learning opportunities.
- Provide an environment which is conducive to learning.

Teaching Attributes

- Teachers plan with clear aims and objectives, using appropriate data, including their own assessments of each individual pupil's aptitudes, needs and prior attainment.
- Teachers maintain their own records and using them appropriately for internal and external reporting.
- Teachers incorporate tasks that are challenging, relevant, stimulating and differentiated to meet the needs of the pupils.
- Teachers deploy a variety of teaching styles and activities.
- Teachers communicate effectively by giving clear instructions, asking challenging questions and listening to pupils' answers or opinions during discussion.
- Teachers have a good knowledge and understanding of the subject-matter.
- Teachers have high expectations in terms of pupils' study skills and behaviour, make their objectives explicit and ensure that pupils try to meet such standards.
- Teachers encourage pupils to value their own work and effort as well as that of others.
- Teachers promote positive attitudes to learning, especially independent learning, with consistency and fairness.
- Teachers provide appropriate feedback (oral or written) and mark work promptly.

Curriculum

The curriculum for each pupil should meet the objectives outlined in the Curriculum Policy. Particular attention should be given to the following:

- The curriculum is relevant to the age, experience and ability of the pupils; giving them opportunities to achieve and make good personal progress.
- The curriculum provides opportunities for pupils to be independent learners.

Relationships and Behaviour.

Within the school community pupils, staff, parents and visitors are expected to act responsibly and behave well and courteously by:

- Listening to each other
- Co-operating with each other
- Showing respect and tolerance

- Demonstrating mutual respect

Staff should be approachable and provide support and encouragement for pupils and other members of the school community. Adults are expected to be positive role models. Mutual respect and cooperation between the adults in the school community and between home and school is particularly important maximising pupil potential.

Within the school community, fundamental British values will be promoted, including the values of democracy, rule of law, and individual liberty. Mutual respect and tolerance of those with different faiths and beliefs is expected in line with the school values and motto, "Puritas, Veritas, Probitas".

Environment

Staff are responsible for producing suitable learning environments, appropriate to the activities undertaken.

Classroom and corridor displays should be:

- Stimulating, attractive and informative.
- Changed regularly.
- A showcase for the work of pupils across all ages and ability ranges.
- Appropriate to the topics being taught.

Learning Attributes

Pupils should:

- Make progress in terms of knowledge and understanding according to their ability.
- Develop appropriate skills, such as observation and information processing, learning how to apply these skills to unfamiliar situations.
- Learn to evaluate their own work and that of others, demonstrating sensitivity when sharing opinions.
- Develop positive individual attitudes to learning, including motivation, interest, resilience and concentration.
- Display positive attitudes to learning, individually and when working collaboratively, showing co-operation and tolerance.
- Have an awareness of the spiritual, moral, social and cultural dimension of their own lives and that of others.
- React constructively to targets set by staff and, when appropriate, set their own targets

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Monitoring and Evaluation

The responsibility for monitoring and reviewing this policy lies with the SLT. However, such is the keystone nature of the policy, all staff should be involved in its evaluation on a regular basis. The appraisal system is obviously one crucial aspect of moderation and

must always focus primarily on teaching and learning. The Head, Director of Studies, Head of Junior School plus Heads of Department should also monitor both on a regular basis by using assessment data observation and discussion. This policy should be reviewed every two years in conjunction with the Curriculum Policy.

Links to Other Policies

The policy has links to the Assessment Policy, Curriculum Policy, Marking and Feedback Behaviour for Learning Policy, and Learning Support Policy and Teaching Staff Induction Policy.