



## POLICY FOR TEACHING AND LEARNING

### Introduction

This document is a statement of the aims, principals and strategies for teaching and learning at Cameron House School **for all classes including the EYFS (Reception Class)**. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. A schedule for the review of this, and all other, policy documents is set out in the School Development Plan. *This policy has due regard to the terms of the Equality Act 2010 and guidance provided by the Equality and Human Rights Commission as to its implementation in school.*

The Proprietor and Head ensure that the teaching at the school:

- (a) enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils the application of intellectual, physical or 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 the planning of lessons;
- (e) demonstrates appropriate knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of an adequate quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

All groups of pupils must be properly provided for. This includes those with special educational needs or learning difficulties, those for whom English is an additional language, and the most able. Additionally, this also encompasses those pupils who have other particular needs such as those who perform a caring role at home as young carers and what additional actions are required to ensure these pupils receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities.

From January 2015, preparation for future life should be 'effective' rather than 'adequate' and has the additional focus of 'British society'. This is explained in Careers guidance and inspiration in schools, March 2015 as "...developing in every young person the values, skills and behaviours they need to get on in life. All children should 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."

### What is Teaching and Learning?

Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad and balanced and meets the requirements of the Education Reform Act relating to the National Curriculum and religious education and collective worship.

### Aims

Our aims for teaching and learning are that all children will:

- ) be tolerant and understanding with respect for the rights, views and property of others
- ) develop a responsible and independent attitude towards work and towards their roles in society
- ) achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

## **Principles of Teaching and Learning**

We see teaching and learning as a process of cooperative 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 governors) work towards the school's aims by:

- ) valuing children as individuals 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 aspects 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.

**Teachers** work towards the school's aims by:

- ) providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- ) recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ) ensuring that learning is progressive and continuous
- ) being good role models - punctual, well prepared, well presented and organised
- ) maintaining an up-to-date knowledge of the National Curriculum
- ) having a positive attitude to change and the development of their own expertise
- ) establishing links with the local community including industry to prepare pupils for the opportunities responsibilities and experiences of adult life
- ) working collaboratively with a shared philosophy and commonality of practice.
- ) responding to Co-ordinator's feedback from lesson observations, work scrutiny and learning walks to ensure quality assurance

**Pupils** work toward the school's aims by:

- ) attending school in good health maintained by adequate diet, exercise and sleep
- ) attending school regularly, avoiding term time holidays
- ) being punctual and ready to begin lessons on time
- ) being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly
- ) conducting themselves in an orderly manner in line with the expected code of discipline
- ) taking growing responsibility for their own learning.
- ) completing homework set

**Parents** work toward the school's aims by:

- ) ensuring that children attend school in good health, regularly and punctually
- ) providing support for the discipline within the school and for the teacher's role
- ) being realistic about their children's abilities and offering encouragement and praise
- ) participating in discussions concerning their child's progress and attainments
- ) ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- ) giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- ) allowing their children to take increasing responsibility as they progress throughout the school.

## **Supervision**

Staff Rotas and Timetables are drawn up each term to outline in detail the supervision of pupils including those in the EYFS Reception Class to ensure their safety and wellbeing at all times. When a member of staff is supervising off-site or in a remote location e.g. such as at Battersea Park for Sports lessons or during an Educational Visit, a mobile phone should be taken and risk assessment completed. Where Class 6 pupils (usually prefects) have supervisory responsibilities for younger pupils, there must always be a member of staff readily available and in overall charge. A complete list of staff and their qualifications can be found in both the Staff and Parents' Handbooks. A full list of training and courses completed can be found in the Policy Handbook Section 6 (in the appendix of the Staff Development Policy).

## **Specific Details for Supervision of EYFS Pupils**

The following qualifications and adult-to-child ratios are requirements under the EYFS Statutory Framework. Children must usually be within sight of staff and always within sight or hearing. In Reception classes (children aged 3 and over), where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status or another suitable qualification is working directly with the children (or is within "close calling distance"). Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience).

Break and lunchtimes: The EYFS Statutory Framework does not specify different ratios for these times, but allows a reduction of direct staffing when the children are at rest or sleeping. This is with the proviso that all the relevant staff are in the vicinity and readily available. A risk assessment to assess the level of supervision that is required taking account of the particular needs and vulnerabilities of children in the EYFS is undertaken at the start of each year (and reviewed when necessary). Reception teaching staff are always nearby and on-call should they be needed.

Each child in the Reception Class is allocated a Key Person. This may be the Class Teacher, Teaching Assistant or other member of staff who can ensure that the child's care is tailored to meet his or her individual needs. Parents are informed of this at the start of the academic year during the curriculum evening.

## **Strategies for Teaching and Learning**

Our curriculum is organised on a basis wherein the timetable is subject led in KS1 and KS2. Reception follow the EYFS curriculum. The predominant mode of working is whole class although group, paired and individual work are used where appropriate. Within this structure:

- ) groups can be of mixed ability or matched ability sets according to the subject and year group.
- ) relevant discussion is encouraged, although some periods of the day are set aside for silent work (e.g. quiet reading time immediately before or following the lunch break).

There is some specialist teaching in all classes but most class teachers teach all subjects to their classes. Specialist teachers teach Music, Art, Computing (in some KS2 lessons), French, Latin (Classes 5 and 6 only) and PE .

## **Teaching Assistants are full-time from Reception to Year 3.**

Volunteer parent readers are welcomed throughout the school. Senior school pupils and Internship students on work experience are accepted into school. Certain standards of dress and conduct are expected.

Commercially available schemes of work are used where appropriate to support the teaching in different subjects.

Pupils with special educational needs (including gifted and talented) are withdrawn for extra support provided by a specialist SEN teacher or receive extra support within the classroom. (see separate SEN Policy).

Homework is considered to be a valuable element of the teaching and learning process (see Homework Policy)

## **The emphasis of our teaching and learning policy is on first hand experience and we encourage children increasingly to take control of their own learning. Thus:**

- ) investigative work is encouraged
- ) children are encouraged to communicate their findings in a variety of ways
- ) opportunities are provided for children to become involved in decision making.
- ) The Cameronian Qualities are an integrated part of our school ethos – curiosity, courage, collaboration, creativity, critical thinking, reflectiveness and ambition

Excellence is celebrated in display and performance wherein:

- ) each child is given an opportunity to have work of a high standard displayed at some time in the school year
- ) sustained effort including drafting and reworking is encouraged to enhance standards
- ) school events such as concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance
- ) pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement

### **Strategies for Ensuring Progress and Continuity**

Planning is a process in which all teachers are involved, wherein:

- ) the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff, and approved by the Principal
- ) schemes of work for individual subjects are developed by coordinators (in collaboration with the whole staff).
- ) medium term plans (including detailed lesson plans) are drawn up by individual teachers for each half term and monitored by the subject Co-ordinator and the Head.
- ) regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Subject co-ordinators have a variety of roles. They:

- ) take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- ) support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities
- ) observe colleagues teaching in the classroom and provide feedback
- ) monitor progress in their subjects and advise the Head on action needed
- ) take responsibility for the purchase and organisation of central resources for their subjects
- ) are given non-contact time to allow them to stay abreast of developments in their subject area and manage this in the school
- ) are expected to keep up-to-date through reading and attending relevant courses
- ) write Departmental Development Plans which are reviewed and updated annually

### **Assessment (see Assessment policy)**

Feedback to pupils about their own progress is achieved through the marking of work. (see Marking Policy)

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- ) small group discussions perhaps in the context of a practical task
- ) short tests in which the teacher gives questions orally and pupils write answers
- ) specific assignments for individual pupils
- ) individual discussions in which children are encouraged to appraise their own work and progress.

Formal Summative Assessment is currently carried out through the use of Reception baseline assessments on entry, Profiles, CAT4 tests, NFER standardised tests (all classes since February 2008), Upper School examination weeks twice yearly and teacher assessment. On completion of this activity:

- ) results of individual pupil's Autumn and Summer Term exams and the Reception Profiles are made available to the parents concerned
- ) NFER results may be shared with individual parents by the Head as necessary/appropriate e.g. when discussing future schools in Class 5

Cross phase continuity is ensured by:

- ) transfer of pupil records of progress, thorough handover meetings and notes and summative assessment results.

### **Strategies for Recording and Reporting**

Records of progress kept for each child are:

- ) updated annually by class teachers
- ) examined by class teachers at the start of each academic year as they prepare for a new class.
- ) retained throughout each Key Stage and in EYFS.

**Reporting to parents is completed on a termly basis through interviews and twice annually through a written report. Parents are made aware that:**

- ) parents interviews are held during school hours and twilight periods to ensure that teachers are not too tired to perform effectively
- ) they may meet their child's teacher by appointment at any other time, to discuss particular concerns

### **Strategies for the use of Resources**

Classroom resources are the responsibility of classroom teachers who ensure that:

- ) there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- ) all children know where resources are kept and the rules about their access and use
- ) all children know what they must not touch for reasons of safety and privacy
- ) children are encouraged to act independently in choosing, collecting and returning resources where appropriate

- ) children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Central resources are generally the responsibility of subject coordinators, each of whom has a budget available. Stationery is stored centrally with access for all staff.

Time is a resource that we value. To maximise its use:

- ) in the early years children's time is tightly organised by the teachers
- ) as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time
- ) time wasting is reduced by ensuring that tasks are made specific and clearly defined
- ) all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

ICT is a major resource, which is used across the whole curriculum (see Computing Policy and individual subject policies for details).

The library is a valued resource, run by a Library Prefect in Year 6 with guidance from the English Coordinator and the support of all teachers.

Health and Safety issues are the responsibility of all who work in the school. The Finance Officer is the nominated Health and Safety representative and all problems should be reported to him.

Revised by: SLT

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**(Josie Cameron Ashcroft)**