



## **Teaching & Learning Policy\***

\*See also Assessment Policy

*As a PNEU school founded by Charlotte Mason the teaching and learning at Dormer House School holds steadfast to her philosophies that 'each child is a person, not a container into which you place information'. She believed that all children should receive a broad education, which she likened to spreading a feast of great ideas before them and also encouraged parents to have an active role in teaching and training their children in academics, fine arts, faith, citizenship, and habits of character.*

The major purpose of teaching is to facilitate learning. Teaching and learning, although inter-related, are separate from one another, e.g. although a teacher may say that something has been taught it does not mean that it has been learnt by an individual pupil. Assessment is the means of informing a teacher as to what has been learnt and to inform future, more effective teaching. For learning to become a distinct focus from teaching, it has to be supported, a learning environment created, common aspects and approaches adopted, and the curriculum planned accordingly.

### **AIM AND OBJECTIVES**

#### **Pupils**

1. To provide a safe, caring, comfortable, welcoming atmosphere and a challenging, attractive and well-maintained environment in which we can stimulate, maintain and develop lively enquiring minds. Pupils should be happy, friendly, kind and confident individuals.
2. To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others.
3. To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
4. To develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect.
5. To empower pupils with the knowledge and skills necessary to participate in life.
6. To enable pupils to develop:
  - a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;
  - a sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement;
  - a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that pupils can become responsible members of society;
7. To use praise and encouragement to positively develop learning and good behaviour and to involve the whole school community in the celebration of their achievements.

## **Staff**

To enable teachers:

- To work in an environment which encourages and enables personal and professional development to take place;
- To have their training, development and career needs individually identified and supported and linked to specific targets;
- To be more effective professionals with appropriate knowledge and skills through professional Inset training.

## **Curriculum**

- To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.

## **Community**

- To develop a school community which affords equal value to all its members; is seen to be just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the school and parents.
- To foster close relationships with the local community.
- To forge links with sister PNEU schools.

## **TEACHING**

### **Classroom Organisation/Provision**

Children learn best when:

- The organisation of teaching groups matches the needs of both individual pupils and the curriculum.
- The room is arranged appropriately for the lesson.
- There is easy access to relevant, well labelled resources which are tidily and safely arranged.
- There are stimulating displays which value all the children's work.
- There are clear expectations and consistent routines for working in different areas of the school.
- Classroom assistants and additional teaching support is appropriately targeted at children's needs.

### **Curriculum**

Children learn best when:

- The curriculum is broad, balanced and inclusive. Inclusion is the process of breaking down barriers to learning and assessment as encountered by individuals and groups of pupils;
- The curriculum is lively, stimulating and interesting and positively delivers PSHE through the pastoral system;

- There is continuity and progression across the School Curriculum;
- There is co-ordinated oversight of the skills learners need at each stage in their school career and curriculum planning to re-visit and extend skills each year;
- Staff implement whole school policies on cross curricular issues such as developing ICT capability, literacy and spelling and numeracy;
- The provision is challenging and appropriately matched to each pupil's needs;
- There is a variety of teaching and learning styles employed within a course of study and within an individual lesson;
- The school employs a range of ways and events to 'celebrate pupils' success'.

## Teaching Skills

For their part, any teacher engaged in teaching pupils should ensure that the following professional responsibilities are undertaken:

### Before lessons start

- a) For each class: Prepare, well in advance, a thorough set of lesson plans (with aims and objectives) plans should be appropriate in content and detail, dated and have considered safety matters when necessary.
- b) Select and design resources with due consideration of reading age.
- c) Ensure that you are in possession of all necessary subject knowledge and that resources are ready and demonstrations are set up and ready to show.
- d) Set-up and thoroughly try out beforehand, any proposed activities and draw the pupils' attention to any aspect of what is being demonstrated.
- e) Be aware of what constitutes good teaching and learning practice.
- f) Consider the physical environment of the teaching area, e.g. seating in both the planning and implementation of lessons.
- g) Be constantly aware of the need to ensure the safety of the pupils and apparatus.
- h) Arrive at the teaching area, not only before the pupils, but also in ample time to prepare the teaching area and the materials, equipment and resources required.

### During the lessons

- a) Begin and end lessons on time and with authority.
- b) Produce well-structured lessons with a clear learning objective and a set of criteria for success, which make good use of time and ensure that pace is maintained and minimum time is spent on class administration or control.
- c) Set high expectations for the pupils as individuals and as a group and make these expectations explicit, e.g. standards of accuracy and presentation.
- d) Strive to attract and sustain pupils' attention and interest and employing a variety of teaching and learning styles and within a lesson provide tasks and activities which:
  - are differentiated, stimulating, challenging and purposeful;
  - integrate the different aspects or topic areas of a subject;
  - have a balance between those which are short and succinct and those which are more open-ended and which take longer to complete;
  - develop knowledge and understanding and problem solving skills;

- use pupils' own prior knowledge, experiences, interests or questions as starting points or as further lines of development;
  - have a balance between independent and group work;
  - involve a variety of experiences;
  - and give pupils a chance to select from a range of equipment and skills.
- f) Be sensitive to the needs and understanding of individuals/groups and modify lessons accordingly.
- g) Target available support to help those pupils whose needs are greatest.
- h) Be involved in a pro-active manner, i.e. not just when pupils are having difficulties.
- i) Regularly rehearse existing knowledge and skills with the pupils to keep them fresh and familiar, including practising the recall of core facts.
- j) Place an emphasis on mental calculation and reasoning.
- k) Pay careful attention to the structured incremental development of vocabulary and the use of correct terminology and notation.
- l) Give clear instructions and control a group in such a way that learning can occur and positive attitudes to learning are promoted.
- m) Seek to establish a working relationship with pupils based on mutual respect by, among other things, praising, encouraging, motivating or reprimanding consistently, fairly and appropriately.
- n) Be prepared to effectively call a class to order.
- o) Do not be reticent in seeking advice or assistance from other colleagues who may have more experience of a situation.
- p) Make good use of classroom assistants/parents/outside agencies.
- q) Use a considerable amount of direct teaching and interactive oral work in whole class and group contexts to include: demonstration, explanation and questioning.
- r) Encourage the pupils to become involved in discussion and encourage them to discuss ideas amongst themselves.
- s) Employ effective and efficient questioning/answering techniques and discussion skills to enhance communication and assessment for all pupils.
- t) Use audio-visual media to its best advantage, e.g. whiteboard, overhead projector, video, tape recorder, interactive whiteboard.
- u) Continue to check what skills and ideas pupils have, or have not grasped by monitoring their progress regularly. Do not assume because you have 'taught it' that it has been 'learnt'.
- v) Regularly assess pupils' progress to inform pupil targets and planning.
- w) Have a structured orderly conclusion to the lesson. Tell the pupils what they will be doing next lesson.
- x) Set homework that has a clear purpose to the pupils and **don't test what you haven't taught**. This will confuse the child and alarm the parent.

### **After the lessons**

- a) Complete the assessment, marking and recording for which you are responsible, efficiently, and in accordance with the school marking policy. When marking continue to check what skills and ideas pupils have, or have not grasped and set appropriate targets to ensure progress.
- b) Be in a position to provide quality feedback to the pupils on their individual strengths and how to improve. Encourage children to discuss and evaluate

their own work and the work of others during lessons. Show that you value each child's achievements and try and build positive self - esteem in all pupils.

- c) Organise the display of pupils' work - involve the pupils themselves.
- d) Ask for advice and learn from your mistakes and those of others.

This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.

**Signed:**

**Date:**