



DOWNSEND
SCHOOL
PRE-PREP ASHTEAD

Teaching and Learning Policy

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Introduction

At Downsend Pre-Prep we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. We aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- Imagination and creative expression through a wide range of media;
- Independent children who are confident, flexible and able to cooperate with others;
- Good Literacy and Numeracy skills;
- An enquiring mind which wants to learn more each day;
- Pride in achievement and a desire to succeed;
- Equality of opportunity for all;
- Effective links between the school, the child's home and the community.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lessons to review the key learning objectives and to assess the level of understanding.

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on the EYFS and the DfE

National Curriculum Framework 2014 to guide our teaching. This sets out our aims and objective and details what is taught in each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation;
- shared learning objectives which are understood by the pupils;
- clear expectations of what pupils are expected to achieve by the end of the session;
- open-ended, thought provoking, challenging questions of the children;
- an atmosphere where children are prepared to take risks;
- innovative teaching; appropriate pace to the lesson;
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- thinking time before answering questions with opportunities to review and reflect on the learning;
- developmental feedback and constructive criticism.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants are deployed in a variety of ways. Sometimes they work with individual children and sometimes they work with small groups.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We support teachers to develop their skills so that they can continually improve their practice.

Planning:

Long Term Plans are taken from:

- National Curriculum 2014
- Foundation Stage planning

Long Term plans are topic based to ensure good coverage and continuity of each subject across the year groups.

Curriculum plans for Year One are constructed termly to ensure good cross curricular links between the subjects taught.

Mid Term Plans are stored in the shared staff folder and should include:

Learning Objectives to be covered each week

Content to be covered each week

Short Term Planning

Shows learning objectives

Shows differentiated tasks for ability groups (& children on SEN/EAL register)

Indicates what the Teaching Assistant is doing

Assessment for Learning

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success. AfL is:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self-esteem
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

Work in Mathematics and Literacy is assessed regularly and from this targets are set, both short term which are shared with the children, and long term for the end of the year. Targets are set in English and Mathematics for individuals and groups of children in Year 1. Literacy targets are based on writing assessments and are discussed with children before being copied onto their Two Stars and A Wish for future reference. Targets are discussed with parents at parents' evenings.

We use these strategies to link assessment with better Teaching and Learning:

Children are guided by their teachers towards self evaluation of what they have learnt, and towards making improvements to their work

Evaluation of each day's planning informs and amends future plans

Use of data from formal assessments to inform planning and setting of targets

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents with how they can help further their children's learning and confidence at school. Parent-Teacher meetings are held to discuss progress and strategies for further improvement. The school sends information to parents at the start of the term about the programmes each child will be following in Literacy and Numeracy.