



## Teaching and Learning Policy Whole School and EYFS

### Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress in every lesson taught and will ultimately raise standards. It was written as a result of developments in our practice and is owned by the teaching team. It is based on our current learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children.

### Aims

- Raise the quality of learning and as a result improve standards.
- Provide clear guidance for teaching and learning, ensuring consistency across the school.
- Enable the teaching team to identify aspects of practice as part of their commitment to continual improvement.
- Provide a tool for monitoring, evaluation, school improvement and accountability.
- Support our commitment to equal opportunities.
- Set out our expectations of best practice.

The school vision and aims are at the heart of all our teaching and learning activities. This policy reflects our mission and aims which are available from the school office and on our website (<http://www.parsonsgreenprep.co.uk>).

### Principles

The principles that we have agreed are fundamental to children's learning and underpin the work we do. We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning. Children need good models to evaluate and have the opportunity to reflect and improve. We recognise that pupils are more likely to learn effectively if they are emotionally engaged in their learning. Teachers therefore aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to enable children to be the best they can be at that moment in time.

### Definition of Learning:

At Parsons Green Prep we have defined learning as:

'A memorable experience which leads children to be able to practise new skills and commit knowledge to memory'.

It can be described by the following equation:

**Acquiring and practising skills + application of existing knowledge = new learning (synthesis).**

It should enable children to use their existing skills and knowledge and apply them to other contexts.



We believe that children learn best when learning is:

- stimulating, challenging, creative, fun, varied and practical
- supported, progressive, reflective, interactive and enjoyable
- building on experience and being able to have opportunities for success for all
- based on our good knowledge of the children to ensure engagement for all
- based on high expectations of learning outcomes and is purposeful and relevant
- owned by the children. Children should have a role in the planning, choice of resources, feedback and agreement of next steps.

To enable learning to be at its best we also recognise that we should create the conditions for learning. These include:

Start of the school year

- Creating a safe setting for children.
- Ensuring clear, consistent routines, rules, structures and boundaries are agreed, in place and adhered to.
- Organising and setting up a range of resources, questions, working walls, and artefacts.
- Ensuring consistent systems of rewards and sanctions.

Weekly

- Providing accessible labelled equipment.
- Teaching according to our EAL, SEND and AGT guidance.
- Developing and promoting an open mind-set through the use of effective differentiated higher ordering questioning

This policy will improve learning because:

- All staff are committed to achieving a consistent approach to learning.
- Expectations are clear for all.
- Children have a voice in their own learning and development.

Lessons should include the following:

- Referring to the whole coverage and relevance of the learning to the real world; giving learning a purpose.
- Clear learning objective e.g. We Are Learning To – WALT, and success criteria e.g. What I'm Looking For – WILF, communicated to children.
- Identification of success criteria
- Teachers will consider and incorporate where appropriate SMSC (Spiritual, Moral, Social and Cultural) expectations within the lesson.
- Questioning to ensure understanding and extend thinking.
- Mini-plenaries to clarify understanding and reinforce expectations.
- Time for pupils to work (independently and collectively).
- Teacher modelling along with guided and shared learning.
- Opportunities for self and peer assessment against the success criteria, e.g. WILF



- Summarising of learning, and then providing a short time for improvements and the sharing of next steps.

## **Points to reflect upon in planning**

### **Differentiation**

We believe that children should be stretched to achieve their potential and that some children should be supported to work towards the learning objective. This means that differentiation is by the level of support provided, whether this is through adult support, resources used, questioning or learning objectives tailored to the working levels of individuals. We aim to ensure that our subject matter is appropriate for the ages and aptitudes of our pupils and that individual tasks are accessible and stimulating for all pupils. (Please see our AGT, SEND and EAL policies for more information).

### **Challenge**

Children will be extended and challenged through the higher levels of questioning in Bloom's Taxonomy and be encouraged to develop independence, synthesis and inquiry through challenges and problem-solving. 'RED (recognise, encourage and develop) Challenges' are used to extend the thinking of AGT and more able children. (Please see our AGT policy for more information).

### **Outdoor Environment**

Our outdoor environment is a vital element in teaching and learning at Parsons Green Prep. Staff should always be exploring meaningful opportunities to use the outdoor space and incorporate outdoor learning to ensure that learning is relevant, successful and fun.

### **Community**

We recognise that our school is part of a wider world. As a result, we make use of our community to support our learning. We also contribute to our local, national and global community where possible, e.g. through house charity work, Harvest Festival collections and the work of the school eco committee.

### **Observational indicators**

We recognise the importance of agreeing indicators that enable us to reflect, evaluate and improve our own practice. In addition to the development of our own lesson pathway, we are developing our own Outstanding Criteria and have adopted GL as a form of assessment and teacher assessment against learning objectives as tools to monitor and record children's progress and therefore the success of teaching and learning at Parsons Green Prep. The assessment framework in place allows for the regular and thorough assessment of pupils' work and for information gathered to advise and guide teaching to enable pupils to progress further.

We aim for teaching in the school to include 'excellent' understanding of pupils' needs, 'excellent' subject knowledge and using resources of 'excellent' quality.

### **Children**

We encourage children to;

- Develop self-knowledge, self-esteem and self-confidence.



- Distinguish right from wrong and to respect the civil and criminal law of England.
- See their mistakes in a positive light and as opportunities for learning.
- Be resilient, persistent, reflective and resourceful members of society.
- Support their peers and be willing to share their learning with others.
- Support and promote the fundamental British values and mutual respect and tolerance of those with different faiths and beliefs.
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to society more widely.

### **Parents**

Parents are essential in helping to support their children's learning. In addition, we encourage parents to:

- Attend parent information/workshop/open day sessions.
- Have an open dialogue with the class teacher and teaching assistant.
- To support the school policies (e.g. homework).
- Provide opportunities for children to practise and extend their learning at home.
- Encourage and support children in bringing learning from home back into the classroom e.g. projects etc
- To support the school and work in partnership with additional support for learning (e.g. Individual Education Plans (IEPs), one-to-one tuition, booster classes, intervention programmes, and specialist teaching).

### **Responsibilities of our staff team**

#### **Teaching team**

- To secure good learning outcomes for pupils.
- To secure a positive belief in the children that they can achieve.
- To support pupils in applying their learning to secure new learning (i.e. learning how to learn across contexts).
- To foster and promote fundamental British values and mutual respect, equality and tolerance of those with different faiths, beliefs and backgrounds.
- To support each other in our own professional development.
- To communicate effectively with children, parents and other professionals regarding children's learning and welfare.
- To offer a balanced presentation of opposing views where political issues are brought to the attention of pupils.

#### **Senior leadership team**

- To be positive role models to their teaching teams.
- To support their teams.
- To monitor and evaluate the impact of learning within their roles and teams.
- To hold members of their team to account.

#### **Continuing Professional Development (CPD)**

As members of the teaching profession we recognise that we are learners and that we value our own professional learning.



We:

- direct ourselves as learners
- extend and enhance our professional skills
- develop our own awareness and self-esteem
- contribute fully to the learning and success of the school and its children.

This can take many forms including:

- peer coaching/mentoring
- action research
- collective and collaborative project work/observations/planning etc.
- performance management
- staff meetings/inset
- off-site courses
- professional reading

Please see our Continuing Professional Development Policy for more information.

### **Assessment**

The assessment framework in place allows for the regular and thorough assessment of pupils' work and for information gathered to advise and guide teaching to enable pupils to progress further. At Parsons Green Prep we aim for pupils to make above average demonstrable progress and attainment according to their ability.

Our assessment procedures include:

- Ongoing review of teaching and learning
- Use of GL data (pupil performance to be evaluated against national norms) and Teacher Assessment to inform teaching and learning outcomes and as a tool to monitor and record children's progress therefore influencing the success of teaching and learning at Parsons Green Prep.
- Assessment for Learning (AfL) through use of the WILF or similar and continuous teacher/child review against this criterion.
- Opportunities for pupils to self-assess and peer assessment

### **Teaching and learning criteria**

Teaching and Learning at Parsons Green Prep is underpinned by our school mission statement, aims and the ISI (Independent School Inspectorate) framework. Please see Appendix 1 for excellent practice.

We have also created our own Parsons Green Prep teaching checklist for EYFS, KS1 and KS2 (Appendix 2) to support teachers in ensuring that teaching is of the highest quality.

When introducing a new topic all class teachers introduce the topic through questioning. The three questions asked are 'what do you already know? (about this topic), 'what would you like to find out?'. The third question is a continuation of learning 'what we have learnt' with examples of pictures and children's work displayed on the boards. The 'what would you like to find out' question enables the children to take ownership of their own learning. The class



teacher will then take these answers/ questions and use these to inform his/ her planning making reference to which children asked the question (lesson objective) which is being taught that week.

### **The monitoring of teaching**

#### **Classroom Observation Protocol**

The headteacher and senior management team (SMT) are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy.
- Evaluate objectively.
- Report accurately and fairly.
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per term, having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Where evidence emerges about an individual's teaching performance which gives rise to concern during the cycle classroom observations, additional observations may be arranged subject to a revision meeting being held in accordance with regulations.

Classroom observations may be undertaken by SMT for monitoring purposes as well as opportunities for peer observation. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

The headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The headteacher has the right to drop in to inform their monitoring of the quality of learning.

### **Monitoring meetings**

At Parsons Green Prep we have the following teams to monitor performance:

#### **Senior management team (SMT)**

This team meets once a week and is responsible for discussing and assessing the following indicators of performance:

- lesson observations
- pupil voice and questionnaire feedback
- parent and staff questionnaires
- teacher planning scrutiny
- creative curriculum scrutiny



- pupil book scrutiny
- learning walk
- examination of pupil reports
- pupil behaviour, punctuality and attendance data
- progress and attainment data

## **Evaluation of teaching and learning**

Evaluation is primarily a summative activity through the analysis of monitoring evidence which answers the questions, 'is the activity worthwhile?' and 'has it fulfilled its objectives and achieved its targets?'

The following are planned examples of evaluation within the school year:

- Self-evaluation of the School Development Plan (SDP) based on objectives, success criteria and methods of monitoring by the senior management team (SMT).
- Individual Performance Management includes evaluation for continuous professional development aligned to the School Development Plan and their objectives.
- Analysis and evaluation data including baseline assessments, attainment progress, qualification results, and patterns of exclusion, behaviour and attendance.
- Financial reports to identify revenue and capital spending and determine future budgets based on the areas determined for the School Development Plan.
- Any possible external accreditation.

## **The role of the proprietor**

The proprietor needs to be assured that monitoring and evaluation are strong within the school for organisational effectiveness and operational excellence. Day-to-day responsibility for this is devolved to the Director of Governance. Reports presented by the headteacher to the Director of Governance and to the shareholders will enable the Shareholders to determine progression and impact against the School Development Plan. This information will allow the proprietor to discuss and determine future objectives and allocate resources.

## **Self-evaluation**

The self-evaluation is ongoing throughout the year and will inform the School Development Plan.

## **Behaviour, punctuality and attendance**

A review of children's behaviour, punctuality and attendance will take place each term using Double First Engage database data.

## **School policies**

School policies will be reviewed and ratified if necessary on an annual basis. Staff will be given access to copies of the policies to read and review.

## **Appendix 1**

### **Excellent**



[Top-quality provision within in this band may contribute to 'exceptional' achievement, but the epithet 'exceptional' is not available for the headline judgement on teaching]

A significant proportion of the teaching is of the highest quality and all or almost all of the rest is good. Throughout the school, the teaching is a strong contributory factor to the excellent or exceptional achievement of the pupils.

Under their teachers' clear direction, pupils are helped to develop a strong understanding of their subject and make rapid progress overall. The pupils' success is apparent in lessons and samples of work. Unsatisfactory teaching is not a contrary factor and discipline is unobtrusive.

Teachers have a profound knowledge of their subject and keep up to date with developments in it. They show its relevance to the world outside the classroom and enable their pupils to be greatly successful in their learning. They teach with authority and their high expectations of pupils' work are evident throughout lessons and in marking across the whole school. The classroom atmosphere is notably one of equality, respect and tolerance. The teachers know their pupils' capabilities and adapt teaching closely to different needs. They are highly effective in building on previous learning and knowing when to intervene to help pupils overcome difficulties. Their flair and enthusiasm are apparent in much of the teaching, which proves infectious and sparks endeavour and interest in the pupils.

Lessons are carefully planned and purposefully organised, with no particular preferred practice but designed to promote learning through the most effective method for the task in hand.

The use of resources, both physical and electronic, proves most advantageous in supporting exciting approaches to learning. The time allocated to activities is shared with the class and used productively. Any homework set in accordance with the school's policy is a strong reinforcement and extension of classwork.

Markings assessment and feedback are productively focused on guiding improvement and ensure that pupils have a clear understanding of their strengths and areas for development. Praise is not devalued but given where it is deserved, along with the reason for it. Pupils' responses to the teacher's comments are well acknowledged.

Able and gifted pupils are encouraged to contribute their insights to the lesson, but are also given harder work or allowed to pursue their own investigations if the classwork is too easy for them. Teachers keep pace with their interests and progress so as to be able to monitor and record the high levels of work these pupils achieve. Talented pupils are enabled to reach excellent standards through strong support with advanced opportunities and tuition.

Integrated Inspection Grade Descriptors 8 Effective January 2015 © Independent Schools Inspectorate. All teachers have or are given high quality training to meet the needs of pupils with SEND or EAL. Teachers accept their responsibility for meeting individual needs and communication with the learning support department is extremely effective in matching provision to need.

**Good**



Teaching at all stages is at least good most of the time and there is very little teaching that is sound or unsatisfactory. It is conducive to good progress and achievement.

Thorough subject knowledge, use of assessment and high expectations are important factors in setting work of suitable challenge, which is effective in capturing the pupils' interest in their work and develops their learning skills to a good level, in a classroom atmosphere of equality, respect and tolerance.

Lessons are carefully planned and promote a good degree of competence and understanding. Carefully timed lessons and the use of physical and electronic resources is effective in promoting the pupils' learning.

Marking ensures that pupils understand their strengths and areas for development. Authoritative teaching clearly promotes equality, respect and tolerance and ensures a positive classroom ethos where pupils act responsibly. Any homework set in accordance with the school's policy reinforces pupils' progress and is suitably adapted for the needs of all.

Able and gifted pupils benefit from challenging work both within extensions to the regular curriculum and in topics and investigations especially suited to their abilities and interests. Talented pupils are well recognised and reach high standards through support and specialist tuition.

The teaching of pupils with SEND or EAL benefits from good quality training. Teachers are successful in matching work to individual needs, paying close attention to specialist guidance provided.

## Sound

Much of the teaching is good and weaknesses are not widespread, so that overall pupils show interest in their work and are enabled to make solid progress in line with their abilities.

Teachers have a generally good knowledge and understanding of the subjects they teach, and do so with accepted authority. Their expectations of their pupils are well-grounded on most occasions but occasionally are too low or too high for particular groups of pupils, whilst still promoting definite progress overall in the context of clear planning. Inspection evidence reflects a mix of relatively good and relatively weak features with the balance towards the good. Throughout the school, teaching encourages respect and tolerance for others. Misbehaviour is usually well managed and not allowed to disrupt learning.

Work involving reading, writing or mathematics includes suitable attention to basic competence and secures results that at least meet national expectations.

Lessons run smoothly, with adequate use of time but sometimes little sense of urgency. Teaching does not always make optimum use of resources but, for the most part, they are of good quality, quantity and range, including reliable technology.

Assessment and marking vary in quality across the school but mostly they boost pupils' confidence and help to improve the quality of their work. Homework is generally beneficial and set according to the school policy in terms of frequency and volume, although occasionally it does not advance pupils' progress.



There are examples of advanced competence in teaching able and gifted pupils, but the picture is inconsistent, so that the possibilities are not well exploited. Talented pupils are recognised and have intermittent opportunities to excel, but their potential is not always fulfilled.

In teaching pupils with SEND or EAL, the staff rely too heavily on the learning support department to meet pupils' learning or language needs. Staff training has been effective and their subsequent teaching has a positive impact on meeting individual learning needs.

### **Unsatisfactory**

Most of the teaching is sound and occasionally it is good, but a notable proportion has shortcomings and demonstrates low expectations through not keeping pupils on task and not supporting significant groups of pupils. As a result, one or more of such groups do not make sufficient progress.

Subject knowledge is sufficient on most occasions but limitations are apparent where teachers are working outside their specialism. Tasks are often routine and unstimulating, perhaps requiring only 'more of the same' or colouring and copying. Some teachers have insufficient rapport with their classes and do not maintain a suitably high standard of classroom behaviour or interaction. The classroom ethos does not consistently support respect, tolerance and equal treatment.

Planning is sketchy or non-existent and the methods employed are short of essential variety. Lessons related to reading, writing, speaking and mathematics do not enable pupils to achieve the competence of which they are capable. Time is wasted and resources are not used efficiently, so that pupils' understanding is not properly developed.

Much of the marking is perfunctory or overcomplimentary; it does not do enough to help pupils improve the quality of their work and does not provide sufficient challenge to those who need it. Where pupils do not act on the advice in the teacher's comments, this is not routinely followed up. Homework is insufficiently demanding and does not provide enough reinforcement or extension of classroom work. For all or some of these reasons, progress and achievement are lower than they should be.

Able and gifted pupils receive no particular consideration but are expected to work entirely within the scope of regular work, so that they are insufficiently occupied and do not fulfil their potential. Talented pupils are given the same work as others and there is no special provision. They are taught by generalist teachers and have few opportunities to work towards graded assessments or to participate in performances beyond the school. Consequently, their achievements are limited.

Teachers have no more than superficial training for teaching pupils with SEND or EAL. They are not properly informed about pupils' needs and rely heavily on the learning support department to provide necessary support. As a result, pupils with particular language or learning needs make too little progress.

### **Appendix 2**

#### **EYFS Teaching Checklist**



<b>Introduction</b>	<b>Completed</b>
Display in classroom the skill based lesson objective	
Allow for a short period of reflecting time for children to think about the lesson objective and success criteria and consider what they might be learning today.	
Thumbs up/thumbs down.	

<b>Main Teaching Activity</b>	
Questioning of children	
Choose children to answer questions using varied methods, e.g. lollipop sticks,	
Relate learning to real life, which gives learning a purpose, e.g. outside of school when might you use have to use Roman numerals?	
Thumbs up/thumbs down.	
Clearly explain what independent activities children will be doing.	
Thumbs up/thumbs down for understanding of what they need to do.	

<b>Plenary</b>	
Review the lesson objective and use questioning to assess understanding. Opportunity to extend if needed.	
Children to colour in a face against the lesson objective using the traffic light colours.	
Thumbs up/thumbs down.	

### KS1 and KS2 Teaching Checklist



<b>Introduction</b>	<b>Completed</b>
Display and read the skill-based lesson objective	
Allow for a short period of reflecting time for children to think about the lesson objective and success criteria and consider what they might be learning today.	
Children to traffic light.	
Children to then discuss the lesson objective with a talking partner.	
Elicit the lesson objective through discussion and/or annotate it on the whiteboard.	
Children to traffic light	
<b>Main Teaching Activity</b>	
Questioning of children linking to the lesson	
Choose children to answer questions using varied methods, e.g. lollipop sticks.	
Relate learning to real life, which gives learning a purpose, e.g. outside of school when might you use have to use Roman numerals?	
Children to self-assess e.g. thumbs up/ thumbs down, traffic lights etc.	
Clearly explain what independent activities children will be doing.	
Children to self-assess for understanding of what they need to do.	
Display and read the success criteria including the RED challenge for AGT children.	
Discuss the SMSC skills (Social, Moral, Spiritual and Cultural) that we will be using in the lesson and select the appropriate heading to display.	



<b>Independent Activities</b>	
Use the assessment in the main teaching activity to inform ability groups.	
Activities to be differentiated to meet the needs of all children.	
Teacher to work with a focussed group but have to be flexible if a group or child needs support or extended further.	
Mini-plenaries throughout the independent activities, e.g. a child sharing a good example of work. This is also a good opportunity for children to traffic light.	

<b>Plenary</b>	
Review the lesson objective and use questioning to assess understanding. Opportunity to extend if needed.	
Children to traffic light against success criteria	

<b>This policy will be reviewed annually</b>		
Reviewed: August 2012	By: Martha McLachlan	
Reviewed: September 2012	By: Janie Richardson	No changes
Reviewed: 20 October 2014	By: Jessica Ainley	Spelling and grammar corrections. Updates to reflect current teaching and learning systems at Parsons Green Prep. References to APP replaced with Target Tracker and PIPS as forms of assessment. ISI grade descriptors added as an appendix. Teacher checklist updated and added as an appendix.
Amendment: 16 February 2015	By: Jessica Ainley	'Monitoring and Evaluation' Policy incorporated.
Reviewed: 17 July 2015	By: Jessica Ainley	Minor spelling and grammar changes. New ISI guidelines incorporated and ISI grade descriptors.



Reviewed: 1 August 2016	By: Ryan McAvoy	Changes to parents, teaching staff, assessment and evaluation of teaching and learning. Paragraph added to the three questions that are asked at the start of each new topic.
Reviewed: 25 April 2017	By: Helen Stavert	Changes to notice period when a formal lesson observation is taking place.
Reviewed: 1 August 2017	By: Ryan McAvoy and Tim Cannell	Changes to lesson objective wording and success criteria
Reviewed: 30 August 2018	By: Ryan McAvoy and Tim Cannell	Identification of success criteria; GL and teacher assess instead of PIPS and target tracker; clarity of forms of assessment; role of Director of Governance.
Next Review: 30 August 2019	By: Ryan McAvoy and Head	