



Policy for Teaching and Learning

This policy will be reviewed annually
Reviewed by the appropriate staff November 2015

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Leicester Preparatory School.

Aims

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

- be provided with opportunities for the development of their cultural and personal identity and thus to prepare them for full participation in society;
- receive a high standard of education;
- be tolerant and understanding, with respect for the rights, views and property of others;
- develop a responsible and independent attitude towards work;
- realise their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

Responsibilities

All members of the school community work towards the school's aims by:

- esteeming 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 and organised;
- maintaining an up-to-date knowledge of developments in education;
- having a positive attitude to change and the development of their own expertise;
- working collaboratively with a shared philosophy and commonality of practice.

PUPILS work towards the school's aims by:

- attending school in good health maintained by adequate diet, exercise and sleep;
- attending school regularly ;
- 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.

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.

Procedures

1) Strategies for Teaching and Learning

Our curriculum is organised so that:

- subjects are taught on a yearly basis, apart from History, Science and Art which are, in many settings , taught in a two year programme of topics;
- working can be whole class, grouped or individual and varies according to differentiation and subject matter;
- 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;
 - each child is given an opportunity to have their work 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 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.
- **PUPILS WITH SPECIAL NEEDS** are provided with work to suit their ability. They can be withdrawn for extra support provided by a Special Needs Teacher as well as receiving extra support in the classroom.
 - **HOMEWORK** is considered to be a valuable element of the teaching and learning process.
 - children are encouraged to work at home on a regular basis;
 - it is expected that all children will read at home and share a book with their parents;
 - children will have multiplication tables and spellings to learn at home;
 - children who have made insufficient effort during class time may be asked to complete work at home;
 - extra homework tasks will be given to children to support their learning in class.

THERE IS SOME SPECIALIST TEACHING;

- throughout the school for French, Chinese, Music, Physical Education & Games.
- Offered by high school pupils and FE students on work experience.

2) Strategies for Ensuring Progress and Continuity

- **PLANNING** is a process in which all teachers are involved, wherein;
 - schemes of work for individual subjects are developed termly;
 - weekly plans are drawn up by individual teachers;
 - regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards;
 - results of tests are kept, scrutinised by senior staff and all staff in dedicated termly meetings, and used to inform future planning.
- **SUBJECT CO-ORDINATORS** have a variety of roles. They:
 - support colleagues, where necessary, in their development of detailed work plans and implementation of the scheme of work;

- advise on the purchase and organisation of central resources for their subjects;
- are encouraged to keep up-to-date through reading and attending relevant courses.
- **FEEDBACK TO PUPILS** see Marking Policy

3) Strategies for Assessment, Recording and Reporting

See separate policy

4) Strategies for the Use of Resources

- **CLASSROOM RESOURCES** are the responsibility of classroom teachers who ensure that
 - there is a range of appropriate and accessible resources
 - 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 co-ordinators. Stationery is ordered by the school secretary and stored centrally
- **INFORMATION COMMUNICATION TECHNOLOGY** is a major resource which is used across the whole curriculum (see ICT Policy).
- **HEALTH AND SAFETY** issues are the responsibility of all who work in the school. A member of staff is nominated as Health and Safety representative and all problems should be reported to her. (See Health and Safety Policy)